LCFF Budget Overview for Parents

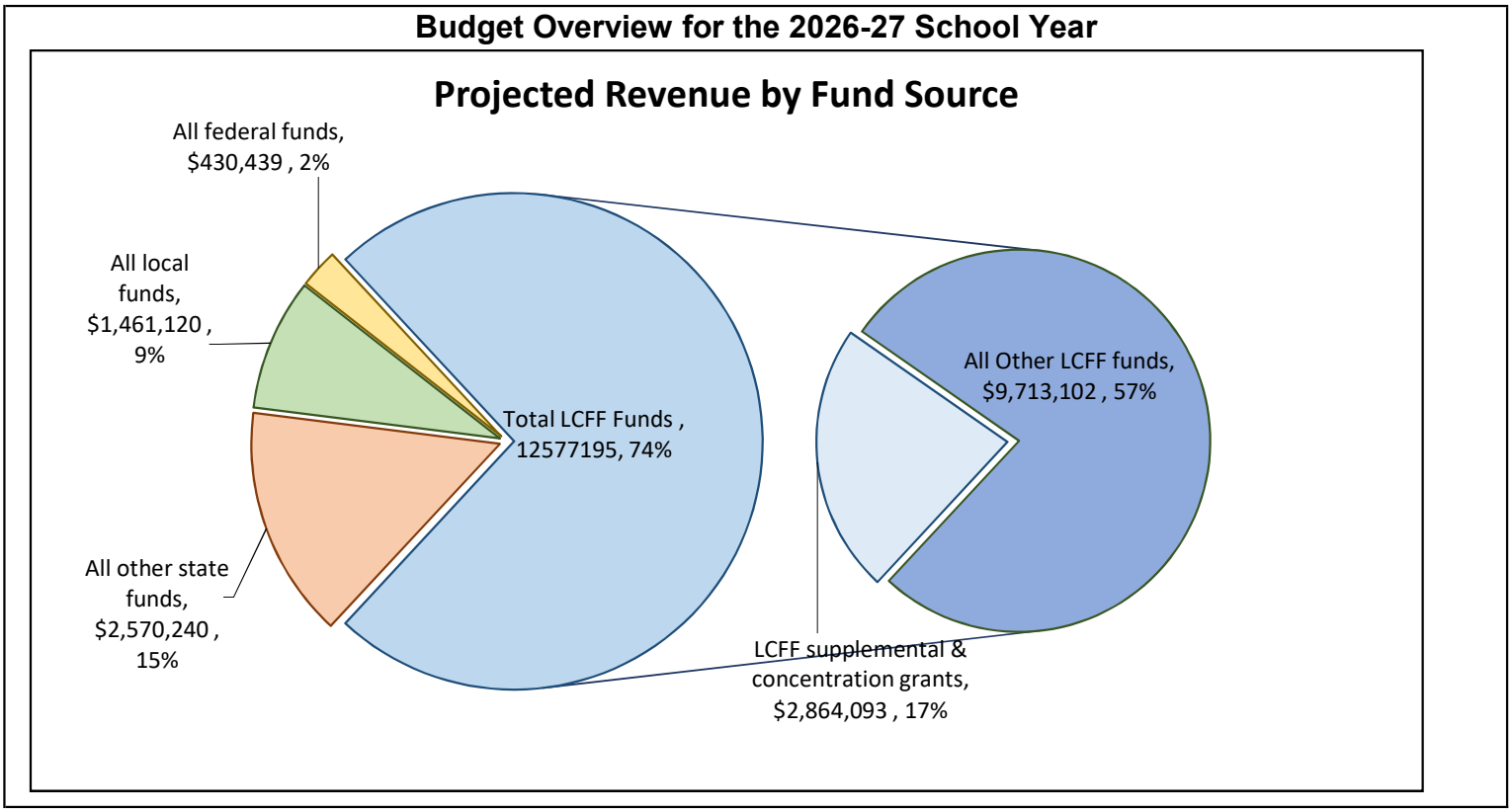
Local Educational Agency (LEA) Name: Valle Lindo School District

CDS Code: 19-65078

School Year: 2026-27

LEA contact information: Dr. Elizabeth Evans, Superintendent, (626) 580-0610, ext. 101, eevans@sd.vallelindo.k12.ca.us, Su

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

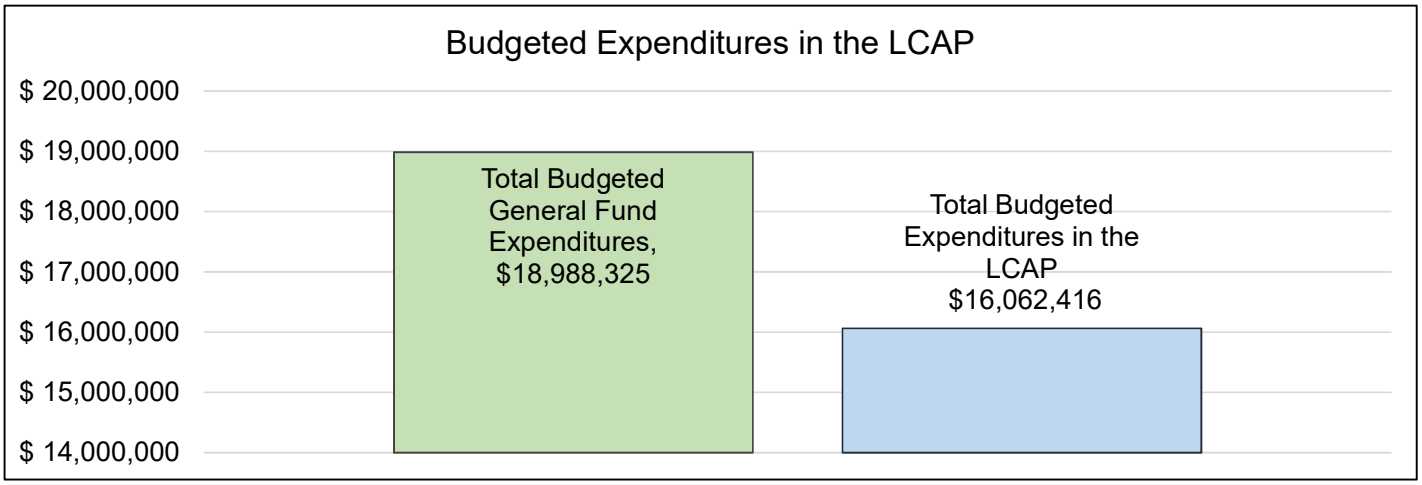


This chart shows the total general purpose revenue Valle Lindo School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valle Lindo School District is $17,038,994.00, of which $12,577,195.00 is Local Control Funding Formula (LCFF), $2,570,240.00 is other state funds, $1,461,120.00 is local funds, and $430,439.00 is federal funds. Of the $12,577,195.00 in LCFF Funds, $2,864,093.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Valle Lindo School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Valle Lindo School District plans to spend $18,988,325.00 for the 2026-27 school year. Of that amount, $16,062,416.00 is tied to actions/services in the LCAP and $2,925,909.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

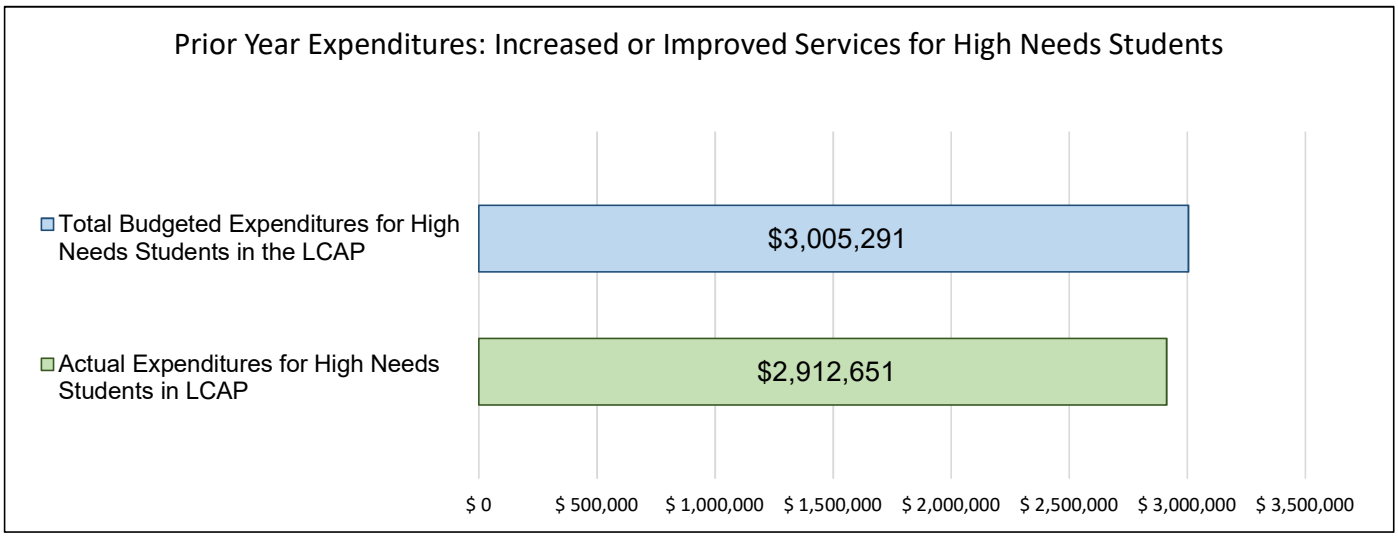
Board Compensation, Salaries for the Superintendent and Business Office, Office Supplies, Board and Superintendent's Conferences and Memberships, Office Conferences, Utilities, Communication (Phone and Postage), LACOE Technology Services, Insurances, Advertisement, Fees, Legal Services, Audit Fees, Human Resource Services (Fingerprinting, TB Tests, etc.), Indirect Services for Categorical Programs, Private School Allocations. These expenditures cover a range of administrative, operational, and support services essential for the district's functioning but are not directly tied to the goals and actions outlined in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Valle Lindo School District is projecting it will receive $2,864,093.00 based on the enrollment of foster youth, English learner, and low-income students. Valle Lindo School District must describe how it intends to increase or improve services for high needs students in the LCAP. Valle Lindo School District plans to spend $2,903,075.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



This chart compares what Valle Lindo School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Valle Lindo School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-2026, Valle Lindo School District's LCAP budgeted $3,005,291.00 for planned actions to increase or improve services for high needs students. Valle Lindo School District actually spent $2,912,651.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $92,640.00 had the following impact on Valle Lindo School District's ability to increase or improve services for high needs students:

The $92,640 difference between budgeted and actual expenditures for actions and services to increase or improve services for high needs students in 2025-2026 was primarily due to actual costs coming in lower than projected, including staffing costs that were less than budgeted as a result of vacancies and the timing of hires, as well as lower than anticipated costs for supplemental materials, contracted services, and professional development. This difference did not diminish the district's ability to implement its planned actions and services. All planned actions and services designed to increase or improve services for foster youth, English learners, and low-income students were implemented as described in the LCAP, and the district maintained its focus on providing targeted academic support, English language development, and social-emotional services for its high needs students throughout the 2025-2026 school year.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valle Lindo Elementary	Elizabeth Evans Superintendent	eevans@sd.vallelindo.k12.ca.us 626-580-0610 Ext 0101

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Valle Lindo School District is an award-winning public school district located in South El Monte, California, in the heart of the San Gabriel Valley region of Los Angeles County. Established in 1863, the district carries one of the region's longest-standing legacies of educational excellence and community dedication, honoring its rich history while continuously embracing innovation to prepare every student for success in an ever-evolving world. The district proudly serves approximately 850 students in transitional kindergarten through eighth grade across two exceptional school sites: New Temple Elementary School and Dean L. Shively Middle School.

New Temple Elementary School serves students in transitional kindergarten through fifth grade. The student population is approximately 90 percent Hispanic, 9 percent Asian, and 1 percent African American, with 75 percent of students eligible for free or reduced-price lunch. Additionally, 21 percent of students are English learners, 12 percent have Individualized Education Programs, and 2 percent are foster youth. Dean L. Shively Middle School serves students in sixth through eighth grade and reflects similar demographics, with approximately 92 percent Hispanic, 7% Asian and 1 percent African American students, 78 percent eligible for free or reduced-price lunch, 14 percent English learners, 11 percent students with Individualized Education Programs, and 1 percent foster youth.

Valle Lindo School District has earned widespread recognition for its unwavering commitment to educational quality and student achievement. Both school sites have received prestigious honors that reflect the district's sustained excellence, including Title I Academic Achievement Awards, California Distinguished School recognition, California Gold Ribbon School honors, and six Golden Bell Awards for innovative and effective educational practices. These accolades are a testament to the dedication of the district's educators, staff, families, and community partners, and reflect a collective commitment to ensuring that every student has access to a world-class education regardless of background or circumstance.

The district's instructional model is built on a foundation of student-centered learning, rigorous academic standards, and a deeply held belief that every child is capable of achieving at high levels. Small class sizes and well-maintained learning environments allow for the kind of personalized instruction that meets students where they are and challenges them to grow. Students benefit from vibrant and engaging programs that extend learning beyond the core curriculum, including a celebrated music program, comprehensive technology integration, and dynamic enrichment opportunities that cultivate creativity, critical thinking, collaboration, and a genuine love of learning.

Among the district's most distinctive offerings is its dual language immersion program in both Mandarin and Spanish at the elementary level, a program that equips students with sophisticated linguistic and cross-cultural skills that position them for success in an increasingly interconnected global community. This commitment to multilingual education reflects the district's belief that bilingualism and biculturalism are powerful assets that enrich both the individual student and the broader school community.

Valle Lindo School District is equally committed to preparing students for the opportunities that await them beyond eighth grade. Through its Skilled to Build College and Career Pathways program, the district provides students with meaningful exposure to career and technical education concepts, hands-on learning experiences, and connections to real-world industries that ignite student interest and build the foundational skills necessary for long-term success. This program reflects the district's vision of education as a continuum, one that begins in the earliest grades and intentionally prepares students to thrive in high school, higher education, and the workforce. Strong partnerships with South El Monte High School and Rio Hondo College further extend this vision by providing students with clear and supported pathways to advanced coursework and postsecondary preparation, ensuring that the transition from middle school to high school and beyond is purposeful and well-supported.

Diversity, equity, and inclusion are not aspirational ideals at Valle Lindo but lived commitments that shape every decision the district makes on behalf of its students and families. The district prioritizes a deep sense of belonging for all learners through inclusive instructional practices, targeted academic and social-emotional supports, and a school culture that celebrates the unique potential of every child. A comprehensive Student Services Center coordinates mental health, attendance, and family engagement services across both school sites, ensuring that students and families have access to the wraparound support they need to thrive academically, socially, and personally. At Valle Lindo School District, every student is known, valued, and given every opportunity to succeed.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As a district in Year 2 of Differentiated Assistance (DA), Valle Lindo has engaged in a focused review of the 2024–25 California School Dashboard alongside local data to assess progress, identify persistent challenges, and inform continued improvement efforts. Valle Lindo School District does not receive Equity Multiplier funding. No schools within the LEA have been identified as Equity Multiplier schools for the 2026–27 school year.

Valle Lindo's overall performance in English Language Arts (ELA) reflects meaningful progress. All students earned a Green rating with a Distance from Standard score of 3.4 points Above Standard, representing an increase of 12.3 points from the prior year and outperforming the state average of 8.1 Below Standard (Yellow). Longitudinal data further illustrate this positive trend: the district moved from 8.9 Below Standard in 2024 to 3.4 Above Standard in 2025, recovering from post-pandemic declines observed in 2023 and 2024.

At the subgroup level, however, significant equity gaps remain. Long-Term English Learners scored 111.9 Below Standard in ELA (Orange), the lowest performance level for this group on this indicator, though this represents an increase of 23.3 points — the largest single-year gain of any subgroup. Students with Disabilities scored 112.0 Below Standard (Orange), also their lowest color, with improvement of 22.0 points. Hispanic students scored 5.4 Below Standard (Yellow), up 13.1 points. English Learners overall scored 25.9 Below Standard (Yellow), up 14.8 points. Socioeconomically Disadvantaged students scored 6.7 Below Standard (Yellow), up 8.8 points. Long-Term English Learners in ELA and Students with Disabilities in ELA represent the lowest-performing subgroups within the LEA on this indicator.

Local ELA data comparisons show that recently reclassified English learners are performing at 84.2 Above Standard — a strong indicator that reclassification supports are effective — while current English learners remain at 85.9 Below Standard. This gap underscores the need for intensified academic language development for students who have not yet reached reclassification.

In mathematics, all students earned a Green rating with a score of 25.0 Below Standard, an improvement of 8.8 points from the prior year. While students remain below the standard threshold, the district's performance is significantly stronger than the state average of 42.4 Below Standard (Yellow). Longitudinal data show a clear improvement trajectory since 2022, when the district was 54.7 Below Standard.

Subgroup data reveal persistent gaps. Long-Term English Learners scored 150.2 Below Standard (Orange), their lowest performance level on this indicator, though this reflects an increase of 16.3 points. Students with Disabilities scored 142.3 Below Standard (Red) — the lowest performance level for any student group on any state indicator within the LEA — with scores essentially flat (maintained at 1.3 points). This represents the single most urgent academic performance concern in the district. Hispanic students scored 34.9 Below Standard (Yellow), up 8.2 points. English Learners scored 41.7 Below Standard (Yellow), up 12.9 points.

Local data comparisons show recently reclassified English learners at 45.4 Above Standard in math, while current English learners remain at 85.3 Below Standard — a pattern consistent with ELA findings.

Science is a district strength. All students earned a Blue rating — the highest performance level — with a score of 56.3 Points Above Standard, an increase of 5.4 points, outperforming the state average of 52.6 Points Above Standard (Yellow). Socioeconomically Disadvantaged students also earned Blue (55.8 Points Above Standard), and Hispanic students earned Green (54.3 Points Above Standard). These results suggest that science instruction is reaching students effectively across demographic groups and represents a meaningful area of success for the LEA.

English Learner Progress is the district's most significant area of concern and a primary driver of DA eligibility. All students earned a Red rating — the lowest performance level on this indicator — with only 31.6% of current English learners making progress toward proficiency, a decline of 17.6 percentage points from the prior year. This compares negatively to the state average of 46.4% (Yellow).

ELPAC trend data reveal a concerning picture. The percentage of English learners who progressed at least one ELPI level fell sharply from 45.3% in 2024 to 30.1% in 2025. Simultaneously, the percentage of students who decreased at least one ELPI level rose from 21.4% to 31.0%, and those maintaining lower ELPI levels (1, 2L, 2H, 3L, 3H) increased from 29.1% to 38.1%.

Long-Term English Learners showed some improvement within this indicator — 38.1% are making progress, up 18.9 percentage points — though this group remains Yellow and below the state benchmark of 49.1% (Green). The ELPI indicator for English Learners (Red) represents the lowest performance level for this student group within the LEA and across the DA-triggering indicators.

The district has identified this area of need and is addressing it through targeted LCAP actions. Goal 1, Action 2 funds Language Liaisons who provide direct support to English learners LEA-wide, facilitating communication between school staff and EL families, supporting student access to academic content, and strengthening the home-school connection critical to language development. Goal 2, Action 2 funds Teacher and Staff Collaboration focused specifically on English learners, Foster Youth, and Low Income students, creating structured time for educators to analyze EL progress data, coordinate instructional approaches, and develop shared strategies to accelerate language acquisition. Goal 2, Action 3 funds Professional Development targeting the same student groups, ensuring that teachers and staff are equipped with evidence-based ELD instructional strategies and ELPAC-aligned practices. Goal 3, Action 2 funds Extended Learning and Enrichment opportunities for English learners, providing additional time and context for academic language development beyond the regular school day. Together, these actions represent a multi-layered approach to addressing the root causes of declining EL progress by investing in staff capacity, instructional time, and family-facing supports.

Chronic Absenteeism earned a Yellow rating district-wide, with 16.0% of students chronically absent — a decline of 4.6 points from the prior year. The state average is 17.1% (Yellow). While the overall trend is improving — absenteeism peaked at 35.4% in 2022 and has declined steadily — several subgroups remain at elevated or worsening levels.

Homeless students represent the most acute concern: 43.5% are chronically absent, a dramatic increase of 26.8 points from the prior year, earning a Red rating — the lowest performance level for any subgroup on this indicator within the LEA. English Learners increased 1.4 points to 12.0% (Orange). Long-Term English Learners rose 1.7 points to 16.0% (Orange). Students with Disabilities, at 22.4% (Orange), showed improvement of 10.4 points. Foster Youth data were not publicly displayed due to small group size; however, this population was a DA-identified group for chronic absenteeism in 2024 and continues to require close monitoring through local data systems.

Goal 4, Action 1 funds Social Emotional and Mental Health Services for Foster Youth and Low Income students LEA-wide. This action directly targets the non-academic barriers — including housing instability, trauma, and lack of connectedness — that are most commonly associated with chronic absenteeism among Foster Youth and high-need populations. By providing access to counseling, mental health supports, and social-emotional interventions, the district is working to remove the underlying barriers that prevent consistent school attendance. Goal 3, Action 2 (Extended Learning and Enrichment) also plays a role by creating engaging, structured learning opportunities that strengthen student connectedness to school — a key protective factor against chronic absenteeism.

Conditions and Climate — Suspension Rate
Suspension Rate is a clear area of strength. The district earned a Green rating overall, with only 1.0% of students suspended — a decline of 0.4 percentage points — compared to the state average of 2.9% (Green). Most subgroups perform at or above state benchmarks, with English Learners earning Blue (0.5%) and Homeless students earning Blue (0.0%).

Students with Disabilities earned Orange (3.1%), and Long-Term English Learners earned Yellow (3.7%), though the latter reflects a decline of 3.2 percentage points — a positive improvement. Foster Youth data were not publicly displayed due to small numbers; however, this group was a DA-identified population for suspension rate in 2024 and must continue to be monitored through local records. The district's overall low suspension rate suggests that restorative and positive school climate efforts are having a broad positive effect across the student population.

Goal 2, Action 2 (Teacher and Staff Collaboration) and Goal 2, Action 3 (Professional Development) both target Foster Youth and support staff in developing trauma-informed, culturally responsive approaches that reduce the conditions that lead to disciplinary incidents. Goal 4, Action 1 (Social Emotional and Mental Health Services) provides direct behavioral and mental health support to Foster Youth and Low Income students, addressing the social-emotional needs that, when unmet, can contribute to behavioral challenges and suspension risk.

Growth data show that 66.1% of students improved their ELA score from the prior year (Average growth overall), and 62.2% improved their math score (Average growth). In ELA, Asian students and Recently Reclassified English Learners showed Accelerated growth. In math, Asian students showed Exceptional growth (83.8% improved). Long-Term English Learners showed Minimal growth in ELA and Moderate growth in math. Students with Disabilities showed Minimal growth in both subjects. These patterns reinforce the urgency of more intensive, targeted supports for LTELs and Students with Disabilities across both content areas.

Valle Lindo met the standard on all five local indicators: Basics (Teachers, Instructional Materials, and Facilities), Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study. The district's teacher credentialing rate of 93.3% Clear exceeds both county and state averages. Academic standards implementation is rated at Full Implementation and Sustainability (Level 5) across all core subject areas. Parent and Family Engagement is rated at Full Implementation (Level 4) across all twelve dimensions, reflecting the district's sustained investment in multilingual communication, family workshops, and advisory group engagement. These results reflect a well-functioning instructional infrastructure. The district acknowledges, however, that deeper engagement with hard-to-reach families — particularly those facing language, technology, and work-related barriers — remains an area for continued growth, and this is reflected in LCAP actions targeting outreach and translation supports.

In 2023, the district also received red ratings for Students with Disabilities (SWD) in ELA, Math, and Chronic Absenteeism. At the school level, Dean L. Shively Middle School showed red performance for English Learners in both ELA and Math, as well as for Students with Disabilities in ELA, Math, and Chronic Absenteeism. New Temple Elementary similarly received a red rating for Chronic Absenteeism among Students with Disabilities. This consistent pattern of low performance across both years and multiple student groups signals a critical need for focused, sustained intervention and increased support to improve outcomes for students most in need. We are addressing these needs through Goal 2, Action 2 and 3 and Goal 3 actions 2, 3 and 5.

Valle Lindo School District received additional Learning Recovery Emergency Block Grant (LREBG) funds for 2025-26 in the amount of $76,825.00. The district has unexpended LREBG funds for the 2026-27 LCAP year and intends to expend the remaining $76,825.00 during 2026-27. These funds are included in the 2026-27 LCAP and support actions that expand after-school and extended learning programming and mental health and social-emotional supports for students. The district does not anticipate additional unexpended LREBG funds beyond the 2026-27 LCAP year; should additional LREBG funds become available for 2027-28, the district will include them in the 2027-28 LCAP. The goal and action numbers for each action funded in whole or in part with LREBG funds, along with the required rationale, are identified below.

The district will fund the following actions in part with LREBG funds for 2026-27:
Goal 2, Action 1 (Salaries, Benefits, and Stipends); Goal 3, Action 2 (Extended Learning and Enrichment); and Goal 4, Action 1 (Social Emotional and Mental Health Services).
Rationale: These actions are aligned with the allowable uses of LREBG funds under EC Section 32526(c)(2), which include providing instructional learning-recovery time through extended instructional minutes, days, or school-year programs (Goal 3, Action 2), and providing access to mental health and social-emotional learning supports (Goal 4, Action 1), with associated staffing and stipend costs to deliver that expanded programming (Goal 2, Action 1). These actions address the areas of need identified in the district's needs assessment: persistently below-standard academic performance for English Learners, Long-Term English Learners, Low-Income students, and Students with Disabilities in ELA and Mathematics, the decline in English Learner progress toward proficiency, and elevated chronic absenteeism among Foster Youth, homeless students, and other high-need groups. Expanded extended learning time directly targets the academic recovery needs of these groups, while expanded mental health and social-emotional services target the attendance and engagement barriers identified through the Dashboard and local data.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Valle Lindo School District continues to be eligible for Differentiated Assistance based on the performance of two student groups on the 2023–24 California School Dashboard. The DA-eligible student groups and the specific indicators that triggered eligibility are as follows:

Long-Term English Learners were identified based on their lowest performance levels on the following indicators: ELA (Red), Mathematics (Orange), English Learner Progress Indicator (ELPI), and Suspension Rate. Despite showing some year-over-year gains in ELA (+23.3 points) and Math (+16.3 points) on the 2024–25 Dashboard, LTELs remain far below standard on both academic indicators and continue to face significant barriers to language proficiency progression. The district recognizes that students who have been enrolled in U.S. schools for six or more years without achieving reclassification represent a systemic challenge requiring deeper analysis of instructional delivery, ELD program design, and reclassification pathways.

Foster Youth were identified based on their lowest performance levels on Chronic Absenteeism and Suspension Rate. Due to the small size of the Foster Youth population within the district, public Dashboard data for this group are often suppressed; however, local data are used to monitor this group continuously. The district acknowledges that Foster Youth face unique and compounding challenges — including housing instability, trauma histories, and frequent school transitions — that require coordinated, individualized, and trauma-informed supports that go beyond standard academic intervention.

As part of its Year 2 DA engagement, Valle Lindo is continuing to work with our student services center and community to analyze root causes, strengthen the alignment of LCAP actions to the needs of these student groups, and deepen implementation of the strategies described throughout this reflection. The district's LCAP actions in Goals 1 through 4 — including Language Liaisons, Teacher and Staff Collaboration, Professional Development, Extended Learning and Enrichment, and Social Emotional and Mental Health Services — collectively represent the district's theory of action for improving outcomes for DA-identified student groups through a combination of instructional, relational, and whole-child supports.

The district views its participation in Differentiated Assistance not as a deficit but as an opportunity to sharpen its focus, build internal capacity, and ensure that its most vulnerable students receive equitable access to a high-quality education. Valle Lindo remains committed to using data, collaboration, and continuous improvement to close persistent gaps and build on the meaningful progress already demonstrated across multiple indicators.As part of its Year 2 Differentiated Assistance engagement, Valle Lindo School District has been working collaboratively with the Los Angeles County Office of Education (LACOE) to address the needs of the student groups identified through the DA process. Technical assistance has been provided by Senior Program Specialists from LACOE's Child Welfare and Attendance (CWA) unit, reflecting the district's priority focus on the attendance and climate-related needs of Foster Youth and other high-need student populations.

LACOE's CWA Senior Program Specialists have engaged in coaching and data review work with district leadership to support a deeper understanding of the factors contributing to chronic absenteeism and suspension among DA-identified student groups, particularly Foster Youth. This work has included collaborative review of attendance data disaggregated by student group, analysis of absence patterns and contributing causes, and coaching conversations focused on strengthening the district's systems for identifying, monitoring, and supporting Foster Youth and other students at risk of chronic absenteeism.

Through this partnership, the district has been supported in examining its current practices related to student outreach, family engagement, and coordination with child welfare agencies, and in identifying opportunities to strengthen the wraparound supports available to its most vulnerable students. The technical assistance provided by LACOE CWA has informed and reinforced the district's LCAP actions, particularly Goal 4, Action 1 (Social Emotional and Mental Health Services) and Goal 3, Action 2 (Extended Learning and Enrichment), both of which target Foster Youth and Low Income students and are designed to address the attendance, behavioral, and social-emotional barriers that underlie the district's DA eligibility on these indicators.

Valle Lindo School District is committed to continuing this collaborative work with LACOE throughout the 2025–26 school year and into 2026–27, using ongoing data review and coaching to refine implementation, monitor progress, and ensure that the district's efforts are producing meaningful improvements in outcomes for Foster Youth and all DA-identified student groups.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Meeting Dates: September 23, 2025; October 28, 2025; November 4, 2025; January 20, 2026; February 24, 2026; March 24, 2026; April 28, 2026 Teachers were engaged through seven consultation meetings held throughout the 2025–2026 school year, distributed across both school sites and timed to align with the district's early release collaboration schedule. These meetings provided structured opportunities for classroom teachers to review student performance data, reflect on the effectiveness of current instructional strategies, and provide direct input on professional development priorities, resource needs, and student support structures. Teachers reviewed Dashboard indicators and local assessment data, including CAASPP, ELPAC, i-Ready, and attendance trends, as part of these sessions. Teachers consistently emphasized the growing complexity of serving students with Individualized Education Programs (IEPs), the urgent need for more targeted English Language Development supports, and the importance of dedicated planning time. They advocated for professional development aligned to evidence-based ELD instructional strategies and reclassification criteria, noting that continued declines in English Learner progress in English proficiency required a deeper and more intentional response at the classroom level. Teachers also raised concerns about chronic absenteeism and expressed support for expanding positive attendance incentive systems. Their feedback directly informed actions under Goals 2 and 3.
Principals/Administrators	Meeting Dates: October 22, 2025; December 3, 2025; December 9, 2025; January 28, 2026; February 25, 2026; March 24, 2026; April 28, 2026 Site principals from New Temple Elementary School and Dean L. Shively Middle School participated in seven leadership consultation sessions held throughout the year, including dedicated mid-year and end-of-year data review meetings focused on the California School Dashboard and local benchmark data. Principals analyzed student performance trends by subgroup, reviewed the implementation fidelity of existing LCAP actions, and provided recommendations for adjustments to program design, staffing structures, and resource allocation. Principals emphasized the need to sustain and deepen implementation of the co-teaching model to better integrate students with disabilities into general education settings, and to strengthen the quality of Designated and Integrated ELD instruction at both sites. They flagged the decline in English Learner progress in English proficiency as a significant and urgent concern requiring a more comprehensive programmatic response in 2026–2027. Principals also reinforced the importance of maintaining the district social worker position and expanding social-emotional learning supports to address rising student mental health needs and attendance barriers. Their input shaped the continued structure of Goals 2, 3, and 4. Administrators identified the need to sharpen the focus and quality of ELD program implementation, particularly for Long-Term English Learners, and recommended that the 2026–2027 LCAP cycle place greater emphasis on examining whether professional development and collaboration time are producing observable changes in instructional practice and measurable improvements in student language outcomes. Their input reinforced the priorities reflected across Goals 2 and 3 and shaped the district's theory of action for closing persistent equity gaps.
Other School Personnel	Meeting Dates: September 23, 2025; October 28, 2025; November 4, 2025; January 20, 2026; February 24, 2026; March 24, 2026; April 28, 2026 Classified support staff, including instructional assistants, paraprofessionals, office staff, and custodial personnel, participated in seven consultation sessions throughout the year. These meetings provided an important perspective on the day-to-day realities of supporting students across both school sites, particularly students with IEPs, English learners, and students experiencing housing instability. Support staff emphasized the need for increased and more targeted training to help them effectively support students with disabilities in general education settings, including professional development focused on inclusive practices, behavior support strategies, and trauma-informed approaches. They also raised concerns about campus safety and behavioral expectations, requesting greater consistency in behavioral interventions and improved supervision structures. Staff expressed strong support for student attendance incentive programs and advocated for compensation that reflects the scope and complexity of their expanding roles in supporting the district's highest-need students. Their input directly informed Goal 2, Action 3 and Goal 4's focus on campus climate and student wellness.
Local Bargaining Units (Valle Lindo Educator Association & California School Employee Association)	September 23, 2025; October 28, 2025; November 4, 2025; January 20, 2026; February 24, 2026; March 24, 2026; April 28, 2026 Representatives of the district's local bargaining units participated in seven consultation meetings aligned with the broader staff engagement calendar. Bargaining unit representatives brought a formal advocacy perspective on educator working conditions, compensation equity, and the professional development infrastructure that supports instructional quality across both school sites. Bargaining unit representatives advocated for continued investment in competitive salaries and benefits as a strategy for attracting and

	retaining fully credentialed teachers and qualified classified staff in a competitive regional labor market. They supported the continuation of the weekly early release collaboration model and encouraged the district to examine the quality and focus of collaboration time to ensure that professional learning is translating into meaningful instructional change, particularly for English learners and students with disabilities. Their input reinforced the continued prioritization of Goal 2, Action 1 (Salaries, Benefits, and Stipends) and Goal 2, Action 2 (Teacher and Staff Collaboration).
Parents and Families	September 23, 2025; October 28, 2025; November 4, 2025; January 20, 2026; February 24, 2026; March 24, 2026; April 28, 2026 Parent and family feedback continued to be a meaningful force in shaping the priorities of the 2026–2027 LCAP, with direct influence across Goals 1, 3, and 4. Parents expressed strong and consistent support for the district-run after-school enrichment programming, particularly in dance, music, and athletics, celebrating the quality and alignment of these programs with the district's instructional values and enrichment goals. Families noted that having district staff lead after-school programming has made a meaningful difference in program consistency and student engagement, and their enthusiasm directly reinforced the district's continued and increased investment in Extended Learning and Enrichment under Goal 3, Action 2, budgeted at $1,941,875 for 2026–2027. Parents of English Learner students repeatedly credited the Spanish and Mandarin Language Liaisons with breaking down communication barriers that had previously left them feeling disconnected from their children's schooling. Their advocacy for sustaining this service contributed directly to the increased budget allocation for Language Liaisons under Goal 1, Action 2, and the full achievement of the 100% non-English-speaking parent engagement target affirmed that this investment is producing the results families asked for. Families also raised concerns around student safety and campus climate, including requests for enhanced supervision, stronger bullying and cyberbullying prevention efforts, and expanded drug and vaping prevention education. These concerns shaped the continued prioritization of Social Emotional and Mental Health Services under Goal 4, Action 1, and reinforced the district's sustained focus on positive school climate, behavioral supports, and campus safety initiatives. Parents expressed appreciation for programs such as CSTAG, Navigate 360, and Second Step, encouraging the district to deepen these investments as foundational to student well-being and academic success.
Students	February 19, 2026; March 19, 2026 Students at both school sites participated in two formal consultation sessions organized through site-based student advisory structures. The Superintendent and site administrators facilitated these conversations in an age-appropriate and accessible format, creating space for students to share their perspectives on school climate, academic supports, and the programs and opportunities that matter most to them. Students raised continuing concerns about cyberbullying, particularly as it relates to the use of artificial intelligence, and emphasized the need for improved bathroom cleanliness and stronger supports for new students navigating the transition into the school community. They expressed appreciation for the support they receive from their teachers and voiced enthusiasm for expanded after-school sports opportunities. Students spoke with pride about their participation in college-level coursework available on Wednesdays at the middle school level, and celebrated their achievements and experiences in the district's music and dance programs. Student input reinforced the district's continued investment in social-emotional learning, campus safety, inclusive school climate initiatives, and expanded enrichment opportunities, all of which are reflected in Goals 3 and 4. The district recognizes student voice as an essential and underutilized resource in LCAP planning and is committed to sustaining and expanding structured opportunities for student consultation in future planning cycles.
Special Education Local Plan Area (SELPA)	Meeting Dates: October 23, 2025; February 26, 2026 The Valle Lindo School District consulted with the administrator of its Special Education Local Plan Area (SELPA) during the development of the 2026–27 LCAP. The SELPA administrator was engaged to ensure alignment between the district's LCAP goals and actions and the special education supports and services available to students with disabilities across the LEA. Consultation focused on the academic and social-emotional needs of Students with Disabilities, as reflected in Dashboard data showing continued below-standard performance in ELA and Mathematics for this subgroup. The SELPA administrator provided input on the district's co-teaching model, the use of Individualized Education Programs (IEPs) to guide differentiated instruction, and the coordination of regional program placements and nonpublic school services. This feedback directly informed the continued prioritization of Student Services under Goal 3, Action 3, and the professional development focus on inclusive instructional practices under Goal 2, Action 3.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from site principals and district administrators played a central role in shaping the continued structure and priorities of the 2026–2027 LCAP, particularly within Goals 2 and 4. Their data-driven analysis of English Learner progress declines, combined with their on-the-ground observations of instructional practice at both school sites, reinforced the district's determination that the existing action structure for Goals 2 and 3 must continue while sharpening its focus on the quality and outcomes of ELD instruction for Long-Term English Learners. Principals' emphasis on maintaining and expanding mental health supports contributed to the continued investment in the district social worker, social work interns, and the full suite of social-emotional learning programs under Goal 4, Action 1. Their focus on student attendance, parent outreach, and behavioral consistency helped refine the district's approach to attendance intervention and campus climate strategies.

Certificated Staff and Teachers' input significantly influenced Goal 2 by highlighting the need for professional development that is directly responsive to classroom realities, especially related to serving students with IEPs and English Learners whose language proficiency progress has declined. Their calls for dedicated collaboration time, competitive compensation, and structured opportunities to develop and refine evidence-based ELD strategies resulted in the continued investment in weekly early release collaboration meetings and professional development activities aligned to the needs of unduplicated student groups. Teachers also reinforced the importance of positive attendance incentive programs and voiced support for ongoing collaboration focused on embedding inclusive practices across the curriculum.

Classified support staff and bargaining unit representatives emphasized the need for more robust training to support the diverse needs of students with disabilities and English learners, directly informing the professional development priorities embedded in Goal 2, Action 3. Their advocacy for compensation that reflects expanding responsibilities contributed to the continued prioritization of Goal 2, Action 1 (Salaries, Benefits, and Stipends) as a foundational investment in educator recruitment and retention. Their concerns about campus safety, behavioral consistency, and student attendance influenced the district's continued focus on campus climate and attendance outreach strategies under Goal 4.

Parent feedback continued to shape Goals 1 and 4, particularly around after-school program quality, language access, family communication, and student safety. The strong parent support for enrichment programming affirmed the district's continued investment in extended learning and enrichment opportunities under Goal 3, Action 2. Parent input also drove enhancements to language access supports, family workshops, and outreach efforts targeting bullying prevention, drug education, and campus supervision, all of which are reflected in Goals 1 and 4.

Student voices were essential in refining the district's approach to school climate and social-emotional well-being under Goal 4. Their feedback brought direct attention to cyberbullying as an evolving and AI-related concern, restroom cleanliness, and the social barriers faced by new students. As a result, the district strengthened its focus on targeted social-emotional learning interventions, campus safety measures, and inclusive school climate practices. Students' pride in their participation in music, dance, and college-level coursework affirmed the district's continued investment in enrichment programming and advanced academic pathways, reflected in Goals 3 and 4.

Goals and Actions

Goal

Goal #	Description	Type of Goal

1	By June of 2027, Valle Lindo School District will enhance school-family-community partnerships to achieve the following specific, measurable outcomes: Increase the percentage of parents attending at least two workshops throughout the year to 100%. Achieve a 100% engagement rate among non-English speaking parents as measured by parent surveys. Increase the parent engagement rate, as measured by survey participation, from 42% to 100%.	Focus Goal

State priorities addressed by this goal.

3, 5, 6, 8

An explanation of why the LEA has developed this goal.

The Valle Lindo School District's Dashboard data indicates significant challenges in parent engagement, particularly among non-English speaking parents and overall parental involvement. In the 2023 local survey, only 42% of parents participated, highlighting a critical need for improvement in this area. The focus goal to strengthen school-family-community partnerships is driven by the necessity to address these gaps and build a more inclusive educational environment.

During consultations with educational partners, including teachers, parents, and community leaders, it was emphasized that effective school-family-community partnerships are vital for student success. Strengthening these partnerships will provide additional resources and opportunities for students, addressing diverse needs and promoting equity.

The Dashboard data reveals that while the district has met standards for parent and family engagement, there is substantial room for improvement. Specifically, engagement among non-English speaking parents remains a concern. By setting specific, measurable, and time-bound targets, the district aims to increase the percentage of parents attending workshops, enhance engagement among non-English speaking parents, and significantly boost overall parent engagement rates. These efforts will foster a positive school culture that values collaboration, ultimately benefiting student growth and achievement .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of parents that reported attending at least 2 parent workshops throughout the year.	(2025) All: 86% (765/890) SWD: 93% (99/106) EL: 88% (140/159) LI: 76% (520 /682) FY: 70% (14/20)	N/A	(2026) All: 87% (743/849) SWD: 85% (98/114) EL: 95% (156/163) LI: 96% (523/541) FY: 66% (4/6)	100% All: 100% SWD: 100% EL:100% LI: 100% FY: 100%	All: 1% (increase) SWD: 8% (decrease) EL: 7% (increase) LI: 20% (increase) FY: 4% (decrease)

2	Number of Interactions/Engagements Reported by Non-English Speaking Parents on Parent Surveys	(2025) All: 99% EL: 100%	N/A	(2026) All: 100% EL: 100%	100% All: 100% EL: 100%	All:1% EL: 0%
3	Parent Engagement Rate as measured by survey participation	All: 42% (2024) LI: - 44% (2025) FY: -70% (2025) EL: - 88% (2025) SWD: - 83% (2025)	All: 44% (2025) LI: - NA FY: -NA EL: - NA SWD: - NA	All: 59% (2026) LI: 53% (2026) FY: 60% (2026) EL: 92% (2026) SWD: 94% (2026)	100% LI: 100% FY: 100% EL: 100% SWD: 100%	FY: −10% (decrease) LI: +9% (53% − 44%) All +17% EL +4% SWD +11%.
4	Percentage of parents and family members involved in decision-making as measured by participating in school or district committees (e.g., Parent Advisory, School Site Council, Parent-Teacher Organization, English Learner Advisory).	All: 6% (2024) EL Families: 1.3% (2024)	All: 14% (2025) EL Families: 9% (2025)	All: 18% (2026) EL Families: 7% (2026)	All: 100% EL Families: Increase by 5% from the baseline.	All: (2026) Current difference from baseline is +12%. EL Families: (2026) Current difference from baseline is +5.7%

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1 implementation proceeded largely as planned across all three actions: monthly parent workshops hosted by the Student Services Center, Spanish and Mandarin Language Liaisons, and a multi-channel Parent Information System. There were no substantive changes to the design or delivery of any of these actions during 2025-26. All three actions were executed at their planned expenditure levels, with workshops at $790, Language Liaisons at $26,540, and the Parent Information System at $42,641, reflecting no material budget variances for Goal 1.

In terms of implementation, all three Goal 1 actions were delivered on the planned schedule across both school sites during 2025-26. Monthly parent workshops were held as planned through the Student Services Center, the Spanish and Mandarin Language Liaisons were staffed and active throughout the year, and the multi-channel Parent Information System operated continuously across newsletters, site bulletins, the district and school websites, and messaging platforms. No planned action was left unimplemented or delivered in a manner that differed substantively from the adopted LCAP. The primary implementation challenge was reaching Foster Youth and Students with Disabilities families through the general communication channels; while the channels functioned as designed, staff found that broad outreach alone did not consistently engage these families, which informs the more targeted outreach approach planned for the final year of the cycle.

Progress toward the goal's 100% targets was meaningful but uneven across metrics and student subgroups. The most significant success was the full achievement of the non-English-speaking parent engagement target, with both overall and EL-specific engagement rates reaching 100%, meeting the target one year ahead of schedule. This reflects the effectiveness of Language Liaisons in removing communication barriers for non-English-speaking families. Parent survey participation also grew substantially district-wide, rising from a 42% baseline to 59% in 2026, with particularly strong gains among English Learner families (92%) and Students with Disabilities families (94%). Decision-making participation more than doubled from baseline, growing from 6% to 18% overall and from 1.3% to 7% for EL families, exceeding the EL sub-target of a 5% increase from baseline.

The primary challenge relates to Foster Youth, who showed declines or the lowest participation rates across multiple metrics. Workshop attendance for Foster Youth dropped from 70% to 66%, and survey participation for this subgroup remains well below target. While the small size of this subgroup (6 students in 2025-26) contributes to percentage volatility, the pattern indicates that current outreach strategies are not sufficiently tailored to the unique circumstances of foster-involved families. Students with Disabilities also experienced a decline in workshop attendance, falling 8 percentage points year-over-year. Overall workshop attendance, while high at 87%, remains 13 points below the 100% target. Closing these gaps in the final year of the three-year plan will require more targeted and differentiated strategies beyond the general communication channels currently in place.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 expenditures for 2025-26 matched planned budgets exactly across all three actions, with no material differences between budgeted and estimated actual expenditures. Workshops were budgeted and spent at $790, Language Liaisons were budgeted and spent at $26,540, and the Parent Information System was budgeted and spent at $42,641, for a Goal 1 total of $69,971. Similarly, there were no differences between planned and estimated actual percentages of improved services. Language Liaisons, the only Goal 1 action designated as contributing to increased or improved services for unduplicated pupils (English Learners), was planned at 0% improved services percentage and remained at 0%, consistent with the district's approach of accounting for this action's contribution through dollar expenditures rather than a percentage of improved services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1, the monthly parent workshops hosted by the Student Services Center, has shown partial effectiveness. Overall workshop attendance reached 87% in 2025-26, reflecting a 1% increase from the prior year and demonstrating that the workshops are reaching the large majority of families. Attendance gains were particularly notable among English Learner families, which increased 7%, and Low-Income families, which increased 4%. However, the action has been less effective for Foster Youth, whose attendance dropped from 70% to 66%, and for Students with Disabilities, whose attendance declined 8% from the prior year. The workshops have not yet achieved the 100% attendance target for any subgroup, indicating that the current format and outreach approach, while broadly successful, is not fully reaching families with the greatest barriers to participation.

Action 2, the Spanish and Mandarin Language Liaisons, has been the most effective action under Goal 1. Non-English-speaking parent engagement reached 100% for both the overall population and for English Learner families, meeting the goal's target a full year ahead of schedule. This demonstrates that providing dedicated, language-specific support staff is a highly effective strategy for removing communication barriers and ensuring equitable access to school engagement opportunities for non-English-speaking families.

Action 3, the Parent Information System, has contributed to measurable improvement in parent survey participation, which grew from a 42% baseline to 59% district-wide in 2025-26. The multi-channel approach, encompassing newsletters, bulletins, websites, and messaging platforms, appears to be effective at reaching a broad range of families, as evidenced by strong participation rates among English Learner families at 92% and Students with Disabilities families at 94%. However, overall survey participation remains well below the 100% target, and Low-Income and Foster Youth families continue to participate at lower rates of 53% and 60% respectively, suggesting that information delivery alone is insufficient to fully engage families facing the greatest socioeconomic barriers.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The three actions supporting Goal 1, monthly parent workshops, Language Liaisons, and the Parent Information System, will continue as designed into 2026-27. The district has maintained the same 100% targets across all four metrics, reflecting the continued ambition to achieve full engagement among all parent populations by June 2027.

While outcome data reveals persistent gaps for Foster Youth and Students with Disabilities across workshop attendance and survey participation, and overall participation rates remain below target, the district's reflection on prior practice affirms that the current action structure is producing positive directional trends for most subgroups. The full achievement of the non-English-speaking parent engagement target and the steady growth in survey participation and decision-making involvement indicate that the existing actions are functioning as intended and that continued, consistent implementation is the appropriate course.

Budget allocations were adjusted for 2026-27, with the monthly parent workshops decreasing from $790 to $600, Language Liaisons increasing to $31,939, and the Parent Information System increasing to $59,177, reflecting the district’s commitment to sustaining and strengthening family-engagement efforts in the final year of the three-year LCAP cycle.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Workshops	Monthly parent workshops hosted by the Student Services Center aim to engage and empower parents by providing valuable information, resources, and support to enhance their involvement in their children's education. These workshops cover a variety of important topics, including effective parenting strategies, understanding the curriculum, supporting homework and study habits, and	$600.00	No

		addressing social-emotional development. Additionally, workshops focus on the importance of school attendance, healthy living, and the impacts of social media. They also address crucial issues such as drug prevention. By equipping parents with the knowledge and tools they need, these workshops contribute to increased parental involvement, which has been shown to positively impact student academic performance and well-being. Furthermore, the workshops foster stronger school-family-community partnerships, creating a more supportive and cohesive educational environment that benefits all students.		
2	Language Liaisons	Language Liaisons in Spanish and Mandarin are specialized staff members dedicated to supporting non-English-speaking families within our school community. Their role is to facilitate effective communication between the school and families, ensuring that all parents have access to important information and resources in their native language. These liaisons assist with translating documents, interpreting during meetings and events, and providing cultural insights that enhance understanding and collaboration. By bridging language barriers, Language Liaisons contribute to increased parental involvement and engagement, creating a more inclusive and supportive educational environment. This action improves services by ensuring that all families, regardless of language proficiency, can actively participate in their children's education and feel connected to the school community. $39,358 of LREBG funds will be included in this action.	$31,939.00	Yes
3	Parent Information Systems	Our Parent Information System encompasses a comprehensive suite of communication tools and platforms designed to keep parents informed and engaged with their child's education. This system includes a monthly newsletter, weekly site bulletins, our district and school websites, and instant messaging services through Constant Contact and Edlio. Additionally, we utilize emails, phone calls, and both printed and online materials to ensure that all parents receive timely and relevant information. By providing multiple channels of communication, our Parent Information System enhances transparency and accessibility, making it easier for parents to stay updated on school events, academic progress, and important announcements. This action improves our services by fostering a more connected and informed school community, which in turn supports student success and strengthens the partnership between home and school.	$59,177.00	No

Goal

Goal #	Description	Type of Goal
2	By June of 2027, Valle Lindo School District will achieve the following specific, measurable outcomes to ensure that teachers and support staff hold the necessary credentials and receive ongoing professional development support: Maintain 100% of teachers holding the necessary credentials. Ensure that 100% of staff participate in a minimum of 10 professional development activities annually. Conduct 20 early release weekly collaboration meetings per year to facilitate ongoing professional development and collaborative planning.	Focus Goal

State priorities addressed by this goal.

1, 4, 2, 7, 8, 6, 5, 3

An explanation of why the LEA has developed this goal.

CA Dashboard data and local surveys indicate a critical need to enhance the quality of education through continuous professional development for teachers and support staff. Ensuring that all educators are appropriately credentialed and consistently engaged in professional development activities is essential for maintaining high educational standards.

The 2023 Dashboard data revealed significant challenges for students with disabilities, particularly in English Language Arts (ELA), Mathematics, and chronic absenteeism. Students with disabilities scored in the Red performance level across these areas, indicating a critical need for improved instructional strategies and support. This data suggests that teachers will benefit from stronger professional development focused on meeting the needs of students with disabilities.

Consultations with educational partners, including teachers, administrators, and community members, highlighted the importance of ongoing professional development in adapting to evolving educational technologies and integrating innovative teaching tools. This is particularly vital for supporting English learners and students with exceptional needs, ensuring that instruction is personalized and equitable.

By setting specific, measurable, and time-bound targets, the district aims to ensure that all teachers and support staff participate in regular professional development activities. This will enable educators to remain adept at using new technologies, apply effective instructional strategies, and support diverse learners effectively.

Furthermore, the focus on early release collaboration meetings aims to provide structured time for teachers to engage in collaborative planning and professional learning communities. This approach fosters a culture of lifelong learning among educators, better equipping them to meet the diverse needs of the student population and enhance overall educational outcomes.

By prioritizing professional development and credentialing, the district aims to sustain a high-quality education system that supports the continuous growth and effectiveness of its educators, ultimately benefiting all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of Appropriately Credentialed Teachers	100% (2024)	100% (2025)	100% (2026)	100%	0% difference from the baseline.
2	Number of early release weekly collaboration meetings held.	36 (2025)	NA	36 (2026)	20	The difference between baseline and year 2 is 0 meetings.
3	Percentage of Staff Participating in a minimum of 10 Professional Development Activities	100% (2025)	NA	100% (2026)	100%	The difference between baseline and year 2 is 0%.

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2 implementation focused on ensuring that all teachers and support staff hold the necessary credentials and receive ongoing professional development support. The goal was carried out through three actions: Salaries, Benefits, and Stipends to attract and retain qualified credentialed personnel (Action 1), weekly early release Teacher and Staff Collaboration meetings (Action 2), and structured Professional Development workshops, seminars, and training sessions (Action 3). All three actions were implemented as planned, with no substantive changes to the design or delivery of services during 2025-26.

Progress toward the goal's measurable outcomes was strong in two of three metric areas. The percentage of appropriately credentialed teachers remained at 100%, matching both the baseline and the target, reflecting consistent success in maintaining a fully credentialed teaching workforce. Early release weekly collaboration meetings exceeded the target of 20 meetings per year, with 36 meetings held in 2025-26, matching the prior year's total and demonstrating that structured, dedicated collaboration time has been institutionalized as a regular practice. The percentage of staff participating in a minimum of 10 professional development activities also reached 100%, meeting the target in full.

The most significant success under Goal 2 was the consistent delivery of teacher and staff collaboration time, which provided structured opportunities for educators to develop targeted instructional strategies for English Learners, Low-Income students, and Foster Youth. Collaboration sessions focused on language acquisition strategies, differentiated instruction, culturally responsive teaching, and trauma-informed practices, directly addressing the needs of the district's highest-need student populations.

While all three actions were implemented as planned, the district experienced implementation challenges worth noting. Sustaining weekly early release collaboration time across both school sites required ongoing scheduling and staffing coordination, and the volume of collaboration meetings held (36) substantially exceeded the planned target of 20, reflecting greater demand for structured collaboration time than anticipated. In addition, while professional development participation reached 100%, staff and administrators noted that translating collaboration and training time into measurable changes in classroom practice — particularly for English Learners at the middle school level — remained a challenge, which is the focus of the district's continued monitoring in 2026-27.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 had material differences between budgeted and estimated actual expenditures in two of its three actions. Action 1, Salaries, Benefits, and Stipends, came in slightly under budget, with estimated actual expenditures of $7,405,633 against a planned budget of $7,439,616, a difference of approximately $34,000. This minor underspend is consistent with normal personnel cost fluctuations such as vacancies, leave, or benefit adjustments during the year.

Action 2, Teacher and Staff Collaboration, was the most significant area of variance, with estimated actual expenditures of $2,674,604 compared to the planned budget of $2,486,516. Although the district exceeded its planned target by providing 36 weekly early release collaboration meetings rather than the anticipated 20 meetings, actual expenditures were higher than budgeted. This variance was primarily due to higher-than-projected personnel and related staffing costs associated with implementing the action. The district was therefore able to provide more collaboration opportunities than originally planned while remaining below the budgeted expenditure amount.

Action 3, Professional Development, had estimated actual expenditures of $239,709 compared to the planned budget of $222,619, resulting in an overspending of approximately $17,090. Expenditures remained closely aligned with the original budget while supporting expanded participation in professional development and training opportunities.

Regarding percentages of improved services, Actions 2 and 3 are both designated as contributing actions for unduplicated pupils, specifically English Learners, Low-Income students, and Foster Youth. Both actions were planned at 0% improved services percentage and remained at 0% in estimated actuals, consistent with the district's approach of demonstrating its obligation to increase or improve services through dollar expenditures for contributing actions rather than through a percentage of improved services. There were no differences between planned and estimated actual percentages of improved services for any Goal 2 action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1, Salaries, Benefits, and Stipends, has been effective in maintaining the foundational conditions necessary for high-quality instruction. The district has sustained a 100% appropriately credentialed teaching workforce across both school sites throughout the three-year LCAP cycle, meeting the target at baseline and maintaining it through 2025-26. This action also supports the delivery of Designated and Integrated English Language Development by ensuring that credentialed teachers are compensated for implementing structured, leveled ELD aligned to state standards across all content areas. Stipends provided to teachers participating in professional development activities have contributed to sustained staff engagement in ongoing learning. While credentialing rates alone do not capture instructional quality, the district's ability to attract and retain fully credentialed staff in a competitive labor market reflects the effectiveness of this investment in personnel compensation.

Action 2, Teacher and Staff Collaboration, has been highly effective in operationalizing a culture of continuous professional learning. The district exceeded its target of 20 early release collaboration meetings, holding 36 meetings in both 2024-25 and 2025-26. These sessions have provided structured, dedicated time for educators to develop and refine instructional strategies specifically targeting the needs of English Learners, Low-Income students, and Foster Youth. Collaboration has focused on language acquisition strategies, differentiated instruction, culturally responsive teaching materials, co-teaching practices, and trauma-informed approaches for foster-involved students. The consistency of this practice across both school sites, and its designation as a contributing action for unduplicated pupils, reflects its central role in the district's strategy for improving outcomes for its highest-need student populations. However, while this action represents the district's largest investment under Goal 2, student outcome data for English Learners at Dean L. Shively Middle School continues to show declines in ELA performance and English Learner progress, suggesting that collaboration time alone may not be sufficient and that the focus and quality of collaboration sessions warrants continued monitoring.

Action 3, Professional Development, has been effective in ensuring broad staff participation in ongoing training, with 100% of staff meeting the target of participating in a minimum of 10 professional development activities in 2025-26. Training has addressed a range of priorities including evidence-based literacy instruction, language acquisition strategies for English Learners and Long-Term English Learners, trauma-informed practices for Foster Youth, differentiated instruction for Low-Income students, and data-driven instructional decision-making. The action is designated as a contributing action for unduplicated pupils and reflects the district's recognition that improving outcomes for its highest-need student groups requires sustained investment in educator capacity. However, participation rates, while a meaningful indicator of access to professional development, do not capture the depth or transfer of learning into classroom practice. Given the ongoing declines in English Learner progress and ELA performance at the middle school level, the district should consider strengthening its evaluation of professional development effectiveness by examining whether training is translating into observable changes in instructional practice and, ultimately, into improved student outcomes.

With respect to Low-Income and Foster Youth students specifically — the unduplicated groups for whom Actions 2 and 3 are designated as contributing — effectiveness is measured through CAASPP ELA and Mathematics results, i-Ready diagnostic growth, and chronic absenteeism. For Low-Income students, CAASPP ELA rose from 47% to 52.83% and Math held near baseline, while chronic absenteeism for this group declined substantially (35.5% to 18%), indicating that collaboration and professional development focused on differentiated instruction and engagement are contributing to improved outcomes. For Foster Youth, small subgroup size limits CAASPP reporting, but local monitoring and the district’s trauma-informed professional development focus remain the primary levers; the district will continue to track FY academic and attendance outcomes through local data given the suppression of publicly reported figures. Local assessment data indicates that current supports have been effective in promoting English Language Arts growth for Foster Youth. i-Ready data shows improvement in reading comprehension, supported by increased STAR Reading scores. In grades 6–8, FIAB benchmark assessment results also reflect an average improvement of approximately 3% for Foster Youth. Mathematics outcomes, however, indicate that the same level of effectiveness has not yet been achieved. With the exception of grade 3, Foster Youth mathematics performance on local i-Ready assessments has generally plateaued. These results demonstrate the need to continue effective literacy supports while strengthening targeted mathematics interventions and closely monitoring student progress.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. The three actions supporting Goal 2, Salaries, Benefits, and Stipends, Teacher and Staff Collaboration, and Professional Development, will continue as designed into 2026-27. The district has maintained the same targets across all three metrics, including 100% of teachers holding necessary credentials, 20 or more early release weekly collaboration meetings per year, and 100% of staff participating in a minimum of 10 professional development activities annually.

Reflections on prior practice affirm that the current action structure is producing consistent results in credentialing and staff participation, and that the institutionalization of weekly collaboration time has been one of the most meaningful outcomes of Goal 2 implementation. Budget allocations for 2026-27 reflect modest adjustments across all three actions. Salaries, Benefits, and Stipends increased to $7,771,662, Teacher and Staff Collaboration increased to $2,431,571, and Professional Development was adjusted to $215,025, reflecting ongoing commitments to sustaining these actions through the final year of the three-year LCAP cycle. While student outcome data, particularly for English Learners at the middle school level, signals a need for deeper examination of how professional development and collaboration time are translating into instructional practice and student growth, the district has determined that the existing action structure provides the appropriate foundation and that continued, consistent implementation with a sharpened focus on outcomes for unduplicated pupils is the most appropriate course for 2026-27.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Salaries, Benefits, Stipends	Ensuring that our teachers and support staff hold the necessary credentials and receive ongoing professional development support is essential for maintaining a high-quality educational environment. This action involves allocating expenditures for salaries, benefits, and stipends to attract and retain qualified personnel, as well as to provide continuous learning opportunities. By investing in competitive salaries and comprehensive benefits, we ensure that our educators are motivated and well-supported. Additionally, stipends are provided for teachers and staff who participate in professional development programs, workshops, and training sessions focused on the latest educational practices, evolving technologies, and strategies for supporting English learners and students with exceptional needs. This ongoing professional development enables our staff to stay current with best practices and enhances their ability to deliver effective and inclusive instruction, ultimately improving student outcomes and overall educational services. Teachers provide Designated and Integrated ELD. Salaries and benefits for credentialed teachers support the delivery of daily Designated ELD, which is structured, leveled, and aligned to the ELD standards. Integrated ELD is embedded across all content areas, with training and stipends supporting teachers in implementing scaffolds and strategies to meet the language development needs of English learners. These efforts are also aligned with our Integrated and designated ELD language acquisition programs designed to address the unique needs of Long-Term English Learners by emphasizing academic vocabulary and complex language structures. LREBG funds will be used to support the salaries and stipends of teachers providing expanded and extended learning programming, including additional instructional minutes, days, and/or an extended school year, to increase student access to targeted academic support and learning opportunities. Research on expanded learning time indicates that providing students with	$7,771,662.00	No

		additional high-quality instructional time, particularly when instruction is aligned to identified student needs and delivered by qualified educators, can positively impact academic achievement and help accelerate learning for students requiring additional support. The effectiveness of this action will be monitored through the district's existing Goal 2 student academic achievement metrics, including local i-Ready ELA and Mathematics assessment data, to determine whether students demonstrate growth and progress toward grade-level standards. The district will review student performance data throughout the year and use the results to adjust expanded learning opportunities and instructional supports as needed. $24,660 in Learning Recovery Emergency Block Grant (LREBG) funds will be included to support this action, specifically for teacher salaries and stipends associated with providing expanded and extended instructional programming.		
2	Teacher and Staff Collaboration	Teacher and Staff Collaboration involves providing early release time for teachers weekly, allowing them to work together specifically to address the needs of English Learners (EL), Low-Income (LI) students, and Foster Youth (FY). This dedicated collaboration time is structured to focus on the unique challenges faced by these student groups and develop targeted instructional strategies to enhance their educational outcomes. Specific Contributions to EL, LI, and FY Students: 1. English Learners (EL): Language Development Strategies: Teachers collaborate to integrate language acquisition strategies into their lesson plans, focusing on vocabulary development, reading comprehension, and oral language skills. This includes the use of visual aids, bilingual resources, and scaffolding techniques to support English proficiency. Culturally Relevant Materials: Educators share and develop culturally relevant teaching materials that resonate with EL students' backgrounds, making learning more accessible and engaging. Co-Teaching: Implementing co-teaching practices where a general education teacher and an ESL specialist work together in the classroom to provide immediate language support and differentiated instruction tailored to EL students' proficiency levels. 2. Low-Income (LI) Students: Differentiated Instruction: Teachers design and share instructional strategies that address the diverse academic needs of LI students. This includes differentiated lesson plans that accommodate various learning styles and academic levels. Resource Allocation: Collaboration sessions focus on identifying and utilizing additional resources, such as after-school tutoring programs, free/reduced-price lunch programs, and educational materials to support LI students both in and out of the classroom. Parental Engagement: Developing strategies to engage and support parents of LI students, such as workshops on navigating the school system, providing information on community resources, and facilitating communication through multilingual materials. 3. Foster Youth (FY): Stability and Consistency: Teachers develop strategies to provide a stable and consistent learning environment for FY students, who often face frequent school changes and disruptions. This includes creating individualized learning plans that can be easily transferred if a student changes schools.	$2,431,571.00	Yes

		Trauma-Informed Practices: Professional development focuses on trauma-informed teaching practices to better understand and support the emotional and psychological needs of FY students. Mentorship and Support: Establishing mentorship programs where teachers and staff provide additional emotional and academic support to FY students, helping them navigate personal and educational challenges. Implementation Details: Weekly Collaboration Meetings: Scheduled early release time dedicated to teacher collaboration, ensuring regular and focused discussions on supporting EL, LI, and FY students. Professional Development Workshops: Ongoing training sessions on differentiation, culturally responsive teaching, trauma-informed practices, and family engagement strategies. Data-Driven Instruction: Utilizing student performance data to identify specific needs and adjust instructional strategies accordingly, ensuring that the support provided is both targeted and effective. Family and Community Engagement: Organizing regular family engagement activities and creating partnerships with community organizations to provide additional support and resources for EL, LI, and FY families.		
3	Professional Development	Professional Development involves providing our teachers and support staff with ongoing training and learning opportunities to enhance their skills and knowledge. This includes workshops, seminars, online courses, and collaborative learning sessions focused on the latest educational practices, evolving technologies, and strategies for supporting diverse learners. By investing in professional development tailored to the specific needs of ELs, LI students and FY, we ensure that our educators are well-equipped to deliver high-quality instruction and adapt to changing educational demands. This action contributes to improving our services by fostering a culture of continuous improvement, ultimately leading to better student outcomes and a more effective and responsive educational environment. Specific Contributions to ELs, LI, FY: 1. English Learners (ELs) and Long Term English Learners (LTELS): Language Acquisition Strategies: Provide training on effective language acquisition strategies, such as sheltered instruction, scaffolding, and the use of visual aids, to support ELs and LTELs in mastering English while learning content. Cultural Competency: Offer workshops on cultural competency to help teachers understand and address the cultural backgrounds and needs of ELs, making learning more relevant and accessible. 2. Low-Income (LI) Students: Resource Utilization: Train teachers on how to effectively utilize available resources and support services, such as after-school tutoring programs, free/reduced-price lunch programs, and educational grants, to support LI students. Differentiated Instruction: Provide strategies for differentiating instruction to meet the diverse academic needs of LI students, ensuring that they receive the support necessary to succeed. 3. Foster Youth (FY): Trauma-Informed Practices: Implement professional development on trauma-informed teaching practices to better support FY who may have experienced significant emotional and psychological	$215,025.00	Yes

		challenges. Stability and Continuity: Educate teachers on strategies to provide stability and continuity in education for FY, including creating personalized learning plans that can adapt to changes in their living situations. Workshops and Seminars: Regularly scheduled workshops and seminars on best practices for supporting ELs, LI students and FY.. Online Courses: Access to online courses that provide flexibility for teachers to engage in professional development at their own pace. Collaborative Learning Sessions: Opportunities for teachers to engage in collaborative learning sessions where they can share experiences, strategies, and resources. Data-Driven Instruction: Training on how to use data to inform instruction and make evidence-based decisions that support the specific needs of ELs, LI students and FY.		

Goal

Goal #	Description	Type of Goal
3	By June of 2027, Valle Lindo School District will achieve the following specific, measurable outcomes to increase student academic performance across all content areas: Ensure that 100% of classrooms use standards-aligned instructional materials, as measured by teacher surveys and classroom observations. Increase the percentage of English learners making progress in English proficiency from 34% to 80%. Ensure that 100% of students have access to personal learning devices. Increase students meeting or exceeding grade-level academic standards in ELA & Mathematics as measured by the i-Ready Diagnostic Assessment from the beginning to the end of the school year by 20%.	Focus Goal

State priorities addressed by this goal.

4, 5, 2, 8, 7

An explanation of why the LEA has developed this goal.

Valle Lindo School District's Dashboard data and local surveys indicate a critical need to improve academic performance across all content areas for all students, including those with disabilities and English learners. Ensuring the consistent use of standards-aligned instructional materials, enhancing the progress of English learners, providing equal access to learning devices, and reducing chronic absenteeism are essential steps toward this goal.

The 2023 Dashboard data highlights several areas of concern. Students with disabilities are significantly underperforming in both English Language Arts (ELA) and Mathematics, with performance levels in the Red category and declines in scores. Additionally, chronic absenteeism remains a persistent issue, with rates as high as 33%. These data points suggest a pressing need for targeted interventions and support.

Consultations with educational partners, including teachers, administrators, and community members, emphasized the importance of rigorous and engaging curricula, access to high-quality instructional materials, and the integration of technology in the classroom. These elements are crucial for addressing diverse student needs and promoting equity.

By setting specific, measurable, and time-bound targets, the district aims to enhance instructional quality and support student learning effectively. Increasing the percentage of English learners making progress in English proficiency from 34% to 80% is a priority, reflecting the need for improved support and resources for this student group. Additionally, reducing the chronic absenteeism rate to 0% will require comprehensive strategies to engage students and families.

Providing 100% of students with access to personal learning devices will support personalized learning and ensure that all students can engage with the curriculum effectively. Increasing the percentage of students meeting or exceeding standards in ELA and Math by 20% will further indicate the overall improvement in academic performance. By prioritizing these specific outcomes, the Valle Lindo School District aims to create an educational environment that fosters student success and meets the needs of the entire student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of Classrooms Using/Implementing Standards-Aligned Instructional Materials as measured by teacher surveys and classroom observations.	100% (2024)	100% (2025)	100% (2026)	100%	0% is the current distance from the baseline.
2	Percentage of English Learners Making Progress in English Proficiency	45.1% making progress towards English language proficiency (2024)	49.2% making progress towards English language proficiency (2025)	31.6% making progress towards English language proficiency (2026)	80%	Difference from the baseline and year 2 is -13.5%
3	Reclassification Rate	8% (2024)	15% (2025)	9.9% (2026)	80%	Difference from the baseline and year 2 is 1.9%
4	Overall Student Progress and Satisfaction as reported by parents/guardians.	96% (2025)	NA	96% (2026)	100%	The difference between baseline and year 2 is 0%.
5	Percentage of Students with Access to Personal Learning Devices	100% (2024)	100% (2025)	100% (2026)	100%	The difference between baseline and year 2 is 0%.

6	Percentage of students with access to standards aligned instructional materials	100% (2024)	100% (2025)	100% (2026)	100%	The difference between baseline and year 2 is 0%.
7	Percentage of students that have access and enrollment to a broad course of study.	100% (2024)	100% (2025)	100% (2026)	100%	Current difference from baseline is 0%.
8	Percentage of students demonstrating mastery of key standards in the adopted curriculum for core subjects (e.g., Math, ELA, Science, Social Studies) as measured by local assessment and reported on standards mastery matrix.	(2023) Math: 40% ELA: 50% Science: 52% Social Studies: 68%	(2024) Math: 46% ELA: 54% Science: 51% Social Studies: 66%	(2025-2026) Math: 44% ELA: 57% Science: 55% Social Studies: 68%	Math: 100% ELA: 100% Science:100% Social Studies:100%	Social Studies: current difference from baseline is 0% Math +4%, ELA +7%, Science +3%

9	Percentage of students meeting or exceeding grade-level standards at each tested grade level in CAASPP English Language Arts, Math, and Science CAST assessments.	(2023) (All) ELA: 50% (All) Math: 40% (All) CAST: 34% (2023) (SWD) ELA: 4% (LI) ELA: 47% (EL) ELA: 19% (FY) ELA: Fewer than 11 students - data not displayed for privacy (SWD) Math: 2% (LI) Math: 37% (EL) Math: 19% (FY): Fewer than 11 students - data not displayed for privacy (SWD) CAST: 7% (LI) CAST: 31% (EL) CAST: 0% (FY) CAST: Fewer than 11 students - data not displayed for privacy	(2024) (All) ELA: 51.08% (All) Math: 42.52% (All) CAST: 27.51% (2024) (SWD) ELA: 8.47% (LI) ELA: 48.14% (EL) ELA: 24.32% (FY) ELA: Fewer than 11 students - data not displayed for privacy (SWD) Math: 13.55% (LI) Math: 41.35% (EL) Math: 21.62% FY: Math: Fewer than 11 students - data not displayed for privacy (SWD) CAST: 0% (LI) CAST: 27.27% (EL) CAST: 4.17% (FY) CAST: Fewer than 11 students - data not displayed for privacy	(2025) (All) ELA: 55.91% (All) Math: 43.88% (All) CAST: 39.72% (2025) (SWD) ELA:15.95% (LI) ELA: 52.83% (EL) ELA: 19.73% (FY) ELA: Fewer than 11 students - data not displayed for privacy (SWD) Math: 10.29% (LI) Math: 41.46% (EL) Math: 17.34% FY: Math: Fewer than 11 students - data not displayed for privacy (2025) (SWD) CAST: 0% (LI) CAST: 38.46 (EL) CAST: 11.11% (FY) CAST: Fewer than 11 students - data not displayed for privacy	(All) ELA: 75% (All) Math: 75% (All) CAST: 75% (SWD) ELA: 20% (LI) ELA: 70% (EL) ELA: 40% (FY) ELA: 40% (SWD) Math: 20% (LI) Math: 75% (EL) Math: 50% FY: 50% (SWD) CAST: 30% (LI) CAST: 70% (EL) CAST: 20% (FY) CAST: 20%	(2025) (All) ELA: +5.91% (All) Math: +3.88% (All) CAST: +5.72% (SWD) ELA: +11.95% (LI) ELA: +5.83% (EL) ELA: +0.73% (FY) ELA: Data not displayed for privacy (SWD) Math: +8.29% (LI) Math: +4.46% (EL) Math: -1.66% (FY) Math: Data not displayed for privacy (SWD) CAST: -7.00% (LI) CAST: +7.46% (EL) CAST: +11.11% (FY) CAST: Data not displayed for privacy

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All five actions were implemented as planned during 2025-26. A notable implementation success was the reach of Extended Learning and Enrichment (Action 2), which delivered after-school, summer, and intersession programming to English Learners, Low-Income students, and Foster Youth across both sites. Student Services (Action 3) was also implemented as planned, though demand for specialized supports — regional placements, contracted therapy, speech and language services, and nonpublic school placements — exceeded expectations during the year. The most significant implementation challenge was Action 5, Enhance Core and Designated ELD Programs: as originally designed around curriculum review and supplemental materials, it did not produce the intended improvement in English Learner proficiency progress, which is why the district has substantively redesigned this action for 2026-27 as described in the Changes prompt below.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 had material differences between budgeted and estimated actual expenditures in three of its five actions. Action 1, Instructional Materials, came in under budget, with estimated actual expenditures of $831,917 against a planned budget of $971,574, an underspend of approximately $139,657. This difference likely reflects timing of materials purchases, delayed adoption of new curriculum resources, or cost savings achieved through procurement decisions during the year.

Action 2, Extended Learning and Enrichment, exceeded its planned budget, with estimated actual expenditures of $1,691,794 against a planned budget of $1,525,723, an overage of approximately $166,071. This action is designated as a contributing action for unduplicated pupils, specifically English Learners, Low-Income students, and Foster Youth, and the increased expenditure reflects expanded participation in after-school, summer, and enrichment programming for these student groups. The additional spending reflects the district's commitment to providing greater access to extended learning opportunities for its highest-need students.

Action 3, Student Services, also exceeded its planned budget, with estimated actual expenditures of $1,054,532 against a planned budget of $937,645, an overage of approximately $116,887. This difference reflects increased demand for specialized student supports during the year, including regional program placements, contracted health and therapy services, speech and language pathology, and nonpublic school placements, particularly for Students with Disabilities. These costs are often difficult to predict precisely given the individualized and needs-driven nature of special education and related services.

Actions 4 and 5 matched their planned budgets exactly, with Technology Support coming in at $128,606 as planned and the Enhanced ELD Programs action remaining at $0 as planned, as its expenditures are reflected under Action 2. Regarding percentages of improved services, Action 2, Extended Learning and Enrichment, is the only Goal 3 action designated as a contributing action for unduplicated pupils. It was planned at 0% improved services percentage and remained at 0% in estimated actuals, consistent with the district's approach of demonstrating its obligation to increase or improve services through dollar expenditures for contributing actions rather than through a percentage of improved services. There were no differences between planned and estimated actual percentages of improved services for any Goal 3 action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1, Instructional Materials, has been effective in ensuring that all students have consistent access to standards-aligned resources across both school sites. The percentage of classrooms implementing standards-aligned instructional materials has remained at 100% throughout the three-year LCAP cycle, and 100% of students have had access to standards-aligned materials and a broad course of study at every measurement point. Local assessment data reflects modest but positive gains in standards mastery across all four core subjects from baseline through 2025-26, with ELA increasing by 7 percentage points, Math by 4 points, Science by 3 points, and Social Studies by 2 points. While these gains demonstrate that the investment in high-quality instructional materials is contributing to improved student outcomes, the magnitude of growth remains well below the 100% mastery targets, indicating that materials alone are insufficient and must be paired with strong instructional delivery and targeted intervention to close persistent achievement gaps.
Action 2, Extended Learning and Enrichment, has been effective in expanding access to learning opportunities beyond the regular school day for English Learners, Low-Income students, and Foster Youth. As the largest contributing action under Goal 3, this action funded after-school programs, summer learning, Saturday school, intersession programs, and enrichment activities designed to reinforce core content, support language development, and provide enriching experiences for the district's highest-need student populations. CAASPP results show positive trends from baseline for Low-Income students in ELA, Math, and CAST Science, and for English Learners in CAST Science. Overall student progress and satisfaction as reported by parents remained at 96% in 2025-26. However, the action has been less effective in addressing the declining trajectory of English Learner progress in English proficiency, which fell from 45.1% at baseline to 31.6% in 2025-26, and the reclassification rate, which declined from a Year 1 high of 15% to 9.9% in 2025-26. These trends suggest that while extended learning opportunities are valuable, the current design and focus of programming for English Learners may need to be more explicitly aligned to language proficiency development and reclassification criteria to produce the outcomes envisioned by the goal.
Action 3, Student Services, has been effective in ensuring that students with the most intensive needs receive individualized support through a comprehensive array of specialized services. Actual expenditures exceeded the planned budget by approximately $116,887, reflecting increased demand for regional program placements, contracted therapy services, speech and language pathology, and nonpublic school placements during the year. CAASPP data shows meaningful growth for Students with Disabilities in ELA from baseline, rising from 4% to 15.95%, and in Math from 2% to 10.29%, demonstrating that targeted student services are contributing to improved academic outcomes for this historically underserved population. However, Students with Disabilities CAST Science performance declined to 0% in 2025-26, indicating that academic support across all content

areas for this subgroup remains an area requiring focused attention.
Action 4, Technology Support, has been effective in maintaining equitable access to personal learning devices and instructional technology across both school sites. The percentage of students with access to personal learning devices has remained at 100% throughout the three-year LCAP cycle, meeting the target at baseline and sustaining it through 2025-26. By providing Chromebooks, educational software, and robust technical support, this action has ensured that all students can engage with digital learning tools and that teachers have the technology infrastructure necessary to deliver effective instruction. Actual expenditures matched the planned budget of $128,606 exactly, reflecting efficient management of technology resources. While device access is a necessary condition for technology-enhanced learning, continued attention to how technology is being integrated into instructional practice will be important for maximizing the return on this investment.
Action 5, Enhance Core and Designated ELD Programs for English Learners and Long-Term English Learners, has been the least effective action under Goal 3 to date in producing measurable progress toward the goal's targets. This action carries no separate budget, as its expenditures are embedded within Action 2, and its implementation involves reviewing and updating ELD curriculum, providing supplemental instructional materials for English Learners and Long-Term English Learners, and aligning core instruction with California ELD standards. Despite these efforts, the percentage of English Learners making progress toward English proficiency declined significantly from 45.1% at baseline to 31.6% in 2025-26, moving further from rather than closer to the 80% target. The reclassification rate similarly declined from a Year 1 high of 15% to 9.9%. These results indicate that current ELD enhancement strategies have not been sufficient to reverse declining proficiency trends, and that a more comprehensive review of ELD program design, instructional delivery, and support structures for Long-Term English Learners will be essential in the final year of the LCAP cycle.

Action 2, Extended Learning & Enrichment, was effective in supporting foster youth by providing additional academic support, enrichment opportunities, and extended learning time designed to address identified student needs. Because the foster youth subgroup is small and state Dashboard and CAASPP data are suppressed, the district evaluated effectiveness using local assessment data. Local i-Ready data indicate that foster youth demonstrated growth in English Language Arts, particularly in reading comprehension, with additional improvement reflected in STAR Reading assessment results. For foster youth in grades 6–8, local FIAB benchmark assessment data also showed an average improvement of approximately 3%. Mathematics outcomes were less consistent; with the exception of third grade, local i-Ready mathematics data indicate that foster youth performance generally plateaued. These results suggest that the action is contributing positively to literacy outcomes for foster youth while identifying mathematics as an area requiring continued targeted support and monitoring through extended learning opportunities.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Due to ineffectiveness, Goal 3, Action 5 is being revised for the coming year. Based on reflection on prior practice and three years of outcome data showing continued declines in English Learner proficiency progress and stagnating reclassification rates, the district has made a substantive change to Goal 3, Action 5 for the 2026–27 LCAP year. The previous action, which focused primarily on curriculum review and supplemental materials alignment, was determined to be insufficient to reverse the declining trajectory of EL proficiency progress. In accordance with LCAP requirements, the district has replaced the prior approach with a strengthened, research-based ELD intervention model described in the revised Action 5. This new approach incorporates GLAD instructional strategies, SDAIE implementation across content areas, ELPAC-aligned designated ELD instruction, Long-Term English Learner-specific academic language intervention, and structured data cycles tied to ELPAC domain scores and reclassification criteria. All other goal targets, metrics, and actions remain unchanged for 2026–27. In response to these findings, the district has substantively revised Action 5 for 2026–27, replacing the prior curriculum review approach with a comprehensive, research-based ELD intervention model.

The other four actions supporting Goal 3 — Instructional Materials, Extended Learning and Enrichment, Student Services, and Technology Support — will continue as designed into 2026-27. The district has maintained the same targets across all metrics, including 100% of classrooms using standards-aligned instructional materials, 80% of English Learners making progress in English proficiency, 100% of students with access to personal learning devices, and a 20% increase in students meeting or exceeding grade-level standards in ELA and Mathematics.

Budget allocations for 2026-27 reflect adjustments across several actions. Instructional Materials decreased to $947,058 for the coming year. Extended Learning and Enrichment increased to $1,941,875, reflecting the district's continued commitment to expanding access to after-school, summer, and enrichment programming for English Learners, Low-Income students, and Foster Youth. Student Services increased to $1,176,817 acknowledging the growing demand for specialized supports for Students with Disabilities and other high-need populations. Technology Support increased modestly to $134,467 to sustain device access and instructional technology infrastructure.

Reflections on prior practice, particularly the continued decline in English Learner progress in English proficiency and the stagnation of reclassification rates, signal a clear need for more intensive focus on the quality and alignment of ELD instruction in the final year of the LCAP cycle. While no formal changes to actions or targets have been made, the district recognizes that sustaining the current approach without deepening the focus on language proficiency outcomes for English Learners and Long-Term English Learners is unlikely to produce the growth necessary to approach the 80% proficiency progress target by June 2027. The coming year presents a critical opportunity to sharpen the implementation of Action 5 in particular, ensuring that ELD program enhancements are translating into measurable gains in student language development and reclassification outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Materials	Instructional Materials involve the selection and implementation of content standards-aligned resources that support our educational goals. This includes both print and digital materials designed to enhance student learning and ensure consistency in delivering the curriculum. By focusing on materials that are aligned with content standards, we provide our teachers with the tools they need to deliver effective and engaging instruction. These resources support differentiated learning, cater to diverse student needs, and integrate technology to enrich the learning experience. Implementing high-quality instructional materials contributes to increasing the overall effectiveness of our teaching practices and improving student outcomes by ensuring that all students have access to rigorous and standards-based education.	$947,058.00	No

2	Extended Learning and Enrichment	Our Language Proficiency and academic achievement initiatives are designed to support our English Learners (ELs), low-income students, and foster youth in achieving language and proficiency and academic success. This includes offering extended learning opportunities such as after-school and summer school programs. Additionally, we organize educational field trips, assemblies, and student awards/ceremonies to provide enriching experiences that promote language development and cultural understanding. By funding admissions, transportation, and supplies through various programs like SCG, Prop 28-AMS, and ELOP, we ensure that our ELs, low-income students, and foster youth have access to a wide range of learning opportunities. These efforts help us increase and improve our services by providing targeted support, fostering engagement, and enhancing the overall educational experience, ultimately aiding them in achieving language proficiency and academic success. This action is funded in part with LREBG funds. As an LREBG-funded action, it provides expanded after-school, summer, and intersession learning programs that constitute supplemental instructional learning-recovery time. Research on expanded learning time and out-of-school-time programs demonstrates measurable gains in academic outcomes and engagement for English Learners, Low-Income students, and Foster Youth, supporting the selection of this action for learning recovery. The impact of the LREBG-funded portion of this action will be monitored using the percentage of English Learners making progress toward English proficiency, reclassification rates, and CAASPP ELA and Mathematics results.	$1,941,875.00	Yes
3	Student Services	Our Student Services encompass a range of specialized supports and contracted services designed to meet the unique needs of our students. This includes Regional Programs that provide tailored educational opportunities, Health Services to address medical needs, and Speech and Language Pathology as well as Audiology Services to support communication skills. Additionally, we offer Nonpublic School (NPS) placements and Transportation services to ensure that all students have access to the appropriate educational environment and necessary resources. By investing in these comprehensive services, we enhance our ability to deliver individualized support, improve educational outcomes, and ensure that each student receives the care and attention they need to thrive academically and socially.	$1,176,817.00	No
4	Technology Support	Our Technology Support initiative focuses on providing comprehensive instructional technology, software, and hardware to enhance the learning experience for all students. This includes supplying student-used devices such as Chromebooks, ensuring that every student has access to the digital tools necessary for modern education. We also invest in educational software and platforms that support interactive learning, personalized instruction, and effective classroom management. By maintaining up-to-date hardware and providing robust technical support, we ensure that both students and teachers can effectively utilize technology in their educational activities. This initiative contributes to increasing and improving services by facilitating a tech-savvy learning environment, promoting digital literacy, and enabling innovative teaching methods that prepare students for future academic and professional success.	$134,467.00	No
5	Strengthen Core and Designated ELD Programs for English Learners and Long-Term English Learners (repeated expenditure, Goal 3, Action 2)	Goal 3, Action 5 will provide strengthened, research-based English Language Development intervention and instructional supports for English Learners. The district will provide structured designated ELD support aligned to ELPAC domains and reclassification criteria, incorporate GLAD instructional strategies and SDAIE strategies across content areas, and provide targeted academic language intervention for Long-Term English Learners. Staff will use structured data cycles to review ELPAC domain performance, student progress, and reclassification readiness to identify instructional needs and adjust supports. These services are designed to strengthen English language development, increase progress toward English proficiency, and support successful reclassification.	$0.00	Yes

Goal

Goal #	Description	Type of Goal
4	By June of 2027, Valle Lindo School District will ensure a healthy, safe, supportive, and engaging environment for students by achieving the following specific, measurable outcomes: Increase the percentage of students utilizing social emotional/mental health services from approximately 50% to 100%. Increase the average daily attendance rate from 93.79% to 100%. Reduce the chronic absenteeism rate from 33% to 0%. Maintain 100% of facilities in good repair. Ensure that 100% of unhoused students participate in after-school support programs.	Focus Goal

State priorities addressed by this goal.

6, 8, 1, 5, 3

An explanation of why the LEA has developed this goal.

Valle Lindo School District's Dashboard data and local surveys indicate a critical need to improve the overall school environment to support student well-being and academic success. Ensuring that all students have access to social emotional and mental health services, reducing chronic absenteeism, and maintaining high attendance rates are essential steps toward this goal.

The 2023 Dashboard data revealed significant challenges in maintaining a healthy and engaging environment. Chronic absenteeism remains a persistent issue, with rates as high as 33%, and students with disabilities are particularly affected, showing high rates of chronic absenteeism. Additionally, the district needs to improve its support for mental health and social-emotional well-being, as current utilization of these services is approximately 50%.

Consultations with educational partners, including teachers, administrators, parents, and community members, emphasized the importance of creating a supportive and engaging school environment. Educational partners highlighted the need for clean and well-maintained facilities, access to nutritious meals, regular physical activity, and comprehensive health services as key components of a conducive learning atmosphere.

By setting specific, measurable, and time-bound targets, the district aims to enhance the overall school climate and support student well-being effectively. Increasing the percentage of students utilizing social emotional and mental health services from approximately 50% to 100% is a priority, reflecting the need for improved support and resources for student mental health. Additionally, reducing the chronic absenteeism rate to 0% and increasing the average daily attendance rate to 100% will require comprehensive strategies to engage students and families and address underlying issues.

Maintaining 100% of facilities in good repair will ensure a safe and conducive learning environment. Ensuring that all unhoused students participate in after-school support programs demonstrates a commitment to supporting the most vulnerable students. By prioritizing these specific outcomes, the Valle Lindo School District aims to create an educational environment that fosters student well-being, engagement, and academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of Students Utilizing Social Emotional/Mental Health Services	All: Approximately 50% (2024) LI: 100% (2025) FY: 100% (2025)	All: 100% (2025) LI: NA FY: NA	All: 100% (2026) LI: 100% (2026) FY: 100% (2026)	All: 75% LI: 75% FY: 100%	All: difference between baseline and year 2 is +50%. LI and FY: No Change.
2	Percentage of parents, teachers, staff, and students reporting feeling a sense of safety and school connectedness.	(2025) Parents/Guardians: 78.8% (2025) Teachers/Staff: 93.3% (2025) Students: 82.6%	NA	(2026) Parents/Guardians: 82.4% (2026) Teachers/Staff: 96.7% (2026) Students: 88.4%	80%	(2026) Parents/Guardians: +3.6% (2026) Teachers/Staff: +3.4% (2026) Students: +5.8%
3	Average Daily Attendance Rate	93.79% (2024)	94.67%(2025)	94.76% (2026)	100%	Difference from the baseline and year 2 is +0.97%.
4	Chronic Absenteeism Rate	33.5% (2024) All: 33.5% (2024) SWD: 43.7% (2024) LI: 35.5% (2024) FY: 11.8% (2024)	(2025) All: 22.96% Students With Disabilities: 23.89% Low Income: 24.71% Foster Youth: 60%	(2026) All: 16% chronically absent Students with Disabilities: 22.4% chronically absent Low Income: 18% chronically absent Foster Youth: N/A	All: 3% SWD: 5% LI: 3% FY: 3%	LI: −17.5% All: −17.5% SWD: −21.3% FY: unable to measure (sample size).
5	100% of facilities are in good repair.	100% (2024)	100% (2025)	100% (2026)	100%	0% is the current distance from the baseline.
6	Percentage of unhoused students participating in after school support programs	100% (2024)	100% (2025)	100% (2026)	100%	The difference between baseline and year 2 is 0%.

7	Middle School Dropout Rate	0% (2024)	0% (2025)	0% (2026)	0%	Difference from the baseline and year 2 is 0%.
8	Suspension Rate	1.4% (2023)	1.4% (2024)	1% (2025)	0%	Difference from the baseline and year 2 is −0.4%.
9	Expulsion Rate	0% (2023)	0% (2024)	0% (2025)	0%	Difference from the baseline and year 2 is 0%.

Goal Analysis for 2025-2026

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4 implementation focused on ensuring a healthy, safe, supportive, and engaging environment for all students through five actions: Social Emotional and Mental Health Services (Action 1), Physical Health Services (Action 2), Attendance Outreach (Action 3), Safe and Clean Facilities (Action 4), and Unhoused Student Services (Action 5). All five actions were implemented as planned during 2025-26, with no substantive changes to the design or delivery of services. There were, however, significant budget variances in one action, discussed separately.

Progress toward the goal's measurable outcomes was strong across multiple indicators. Several metrics showed consistent and sustained performance. Facilities remained at 100% in good repair throughout the three-year LCAP cycle, meeting the target at every measurement point. The middle school dropout rate held at 0% and the expulsion rate remained at 0%, both meeting their targets. Unhoused students continued to participate in after-school support programs at 100%, sustaining the baseline target. The suspension rate showed meaningful improvement in 2025-26, declining from 1.4% to 1%, a reduction of 0.4 percentage points from baseline, indicating that behavioral support systems are beginning to produce positive results.
Social Emotional and Mental Health Services (Action 1) achieved a significant and sustained success. Utilization reached 100% for all students, Low-Income students, and Foster Youth in both 2024-25 and 2025-26, representing a 50 percentage point increase from the approximately 50% baseline. This reflects the effectiveness of on-site counseling, social work services, crisis intervention, and community partnerships in connecting students to mental health support across both school sites. The sense of safety and school connectedness metric also showed positive growth across all groups in 2025-26, with parent and guardian reporting rising from 78.8% to 82.4%, teachers and staff from 93.3% to 96.7%, and students from 82.6% to 88.4%, with all groups meeting or exceeding the 80% target.

Chronic absenteeism showed the most meaningful and accelerating progress under Goal 4. The overall chronic absenteeism rate declined from a baseline of 33.5% to 16% in 2025-26, a reduction of 17.5 percentage points from baseline. Students with Disabilities saw a substantial decline from 43.7% at baseline to 22.4%, a reduction of 21.3 percentage points. Low-Income students showed the most dramatic improvement, declining from 35.5% at baseline to 18%, a reduction of 24.7 percentage points. Average daily attendance also continued to improve, rising from a baseline of 93.79% to 94.76% in 2025-26, reflecting a cumulative gain of nearly one full percentage point. These results reflect the combined effectiveness of Attendance Outreach (Action 3), Social Emotional and Mental Health Services (Action 1), and Physical Health Services (Action 2) in identifying and addressing the underlying factors contributing to chronic absenteeism across both school sites. Foster Youth chronic absenteeism data for 2025-26 was unable to be measured due to sample size, which limits the district's ability to assess progress for this subgroup in the current year.
The most significant budget variance under Goal 4 involved Safe and Clean Facilities (Action 4). Estimated actual expenditures of $2,048,928 far exceeded the planned budget of $890,286, an overage of approximately $1,158,642. This substantial difference reflects unplanned or accelerated facilities maintenance, repair, or improvement costs incurred during the year and represents the largest single budget variance across all goals and actions in the 2025-26 LCAP. Despite this significant overspend, the action achieved its target of maintaining 100% of facilities in good repair, indicating that the additional expenditure was necessary to sustain the safe and clean learning environments that support student well-being and academic engagement across both school sites.

All five actions were implemented as planned during 2025-26. The most significant implementation event was under Safe and Clean Facilities (Action 4), where actual costs far exceeded the planned budget due to unplanned or accelerated facilities maintenance and repair work undertaken during the year; despite this, the action was implemented as intended and facilities were maintained in good repair throughout. A continuing implementation challenge was the measurement of outcomes for Foster Youth: because of the small size of this subgroup, 2025-26 chronic absenteeism data could not be publicly measured, limiting the district’s ability to assess attendance progress for Foster Youth and adjust outreach strategies accordingly. The district managed this through local data monitoring. No planned action was left unimplemented or delivered in a manner that differed substantively from the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 had material differences between budgeted and estimated actual expenditures in three of its five actions. Action 1, Social Emotional and Mental Health Services, exceeded its planned budget, with estimated actual expenditures of $144,774 against a planned budget of $127,058, an overage of approximately $17,716. This difference reflects expanded utilization of on-site counseling, social work services, and community partnership programs during the year, consistent with the goal's success in increasing student access to mental health services from approximately 50% at baseline to 100% across all student groups. This action is designated as a contributing action for unduplicated pupils, specifically Foster Youth and Low-Income students, and the increased expenditure reflects the district's commitment to sustaining and expanding these services for its highest-need populations.
Action 2, Physical Health Services, also exceeded its planned budget, with estimated actual expenditures of $140,867 against a planned budget of $132,367, an overage of approximately $8,500. This difference reflects increased demand for school-based health services during the year, including routine screenings, management of chronic health conditions, and contracted agency services beyond what was originally anticipated.
Action 4, Safe and Clean Facilities, was the area of most significant budget variance under Goal 4 and across the entire LCAP. Estimated actual expenditures of $2,048,928 far exceeded the planned budget of $890,286, an overage of approximately $1,158,642. This substantial difference reflects unplanned or accelerated facilities maintenance, repair, or improvement costs incurred during the year. Despite this significant overspend, the action achieved its target of maintaining 100% of facilities in good repair, indicating that the additional expenditure was necessary to sustain safe and clean learning environments across both school sites.
Actions 3 and 5 matched their planned budgets exactly, with Attendance Outreach coming in at $52,944 as planned and Unhoused Student Services coming in at $4,002, matching the planned $4,000 within two dollars, which does not represent a material variance.
Regarding percentages of improved services, Social Emotional and Mental Health Services (Action 1) is the only Goal 4 action designated as a contributing action for unduplicated pupils. It was planned at 0% improved services percentage and remained at 0% in estimated actuals, consistent with the district's approach of demonstrating its obligation to increase or improve services through dollar expenditures for contributing actions rather than through a percentage of improved services. There were no differences between planned and estimated actual percentages of improved services for any Goal 4 action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1, Social Emotional and Mental Health Services, has been the most effective action under Goal 4 and one of the most successful actions across the entire LCAP. Student utilization of social emotional and mental health services reached and sustained 100% for all students, Low-Income students, and Foster Youth in both 2024-25 and 2025-26, representing a 50 percentage point increase from the approximately 50% baseline and meeting the 75% interim target well ahead of schedule. The implementation of programs including CSTAG, Navigate 360, and Second Step, combined with access to a school psychologist, social worker interns, and community mental health partners, has created a comprehensive and accessible support system that is reaching all students across both school sites. The sense of safety and school connectedness metric further affirms the effectiveness of this action, with all three groups, parents and guardians at 82.4%, teachers and staff at 96.7%, and students at 88.4%, meeting or exceeding the 80% target in 2025-26 and showing consistent improvement from the prior year. This action is designated as a contributing action for Foster Youth and Low-Income students, and the data strongly supports its continued prioritization and investment as a driver of student well-being, engagement, and attendance.

Action 1 (Social Emotional and Mental Health Services) is the designated contributing action for Foster Youth and Low-Income students, and its effectiveness for these groups is monitored through chronic absenteeism rates and the percentage of students utilizing social-emotional and mental health services. For Low-Income students, the data show clear effectiveness: chronic absenteeism declined from 35.5% at baseline to 18% in 2025-26, and service utilization reached 100%. For Foster Youth, service utilization also reached 100%, demonstrating that all identified Foster Youth were connected to available social-emotional and mental health supports. Because state-reported chronic absenteeism data for Foster Youth are suppressed due to the small subgroup size, the district reviewed local student support and behavioral data to evaluate effectiveness. Local data show that PBIS referrals for Foster Youth decreased by 63%. This reduction, together with 100% utilization of social-emotional and mental health services, indicates that the action was effective in connecting Foster Youth to needed supports and was associated with improved behavioral outcomes. The district will continue monitoring local attendance, behavioral, and service-utilization data for Foster Youth during the final year of the LCAP cycle.

Action 2, Physical Health Services, has been effective in maintaining foundational health supports that contribute to student attendance and engagement. The district nurse and contracted agency partners have provided routine health screenings, chronic condition management, medication administration, and emergency response services across both

school sites. While this action does not have a dedicated standalone metric, its contribution to reducing chronic absenteeism is evident in the overall attendance trends, as addressing students' physical health needs reduces health-related barriers to regular school attendance. Actual expenditures exceeded the planned budget by approximately $8,500, reflecting increased service demand, which suggests that physical health needs among the student population are growing and that this action continues to be a necessary and utilized support.

Action 3, Attendance Outreach, has been highly effective in driving the most significant metric improvements under Goal 4. The overall chronic absenteeism rate declined from a baseline of 33.5% to 16% in 2025-26, a reduction of 17.5 percentage points, while average daily attendance improved from 93.79% at baseline to 94.76% in 2025-26. Subgroup improvements were particularly notable, with Students with Disabilities declining from 43.7% to 22.4% in chronic absenteeism, a reduction of 21.3 percentage points, and Low-Income students declining from 35.5% to 18%, a reduction of 24.7 percentage points. These results reflect the cumulative effectiveness of the Student Attendance Review Board process, proactive staff outreach to families, student services support meetings, and small group interventions in identifying and addressing the root causes of chronic absenteeism. While the 0% chronic absenteeism target for 2027 remains distant, the trajectory of improvement across two consecutive years is strong and indicates that the current outreach and intervention structure is producing meaningful and accelerating results. Foster Youth chronic absenteeism data was unable to be measured in 2025-26 due to sample size, which limits the ability to fully assess the effectiveness of this action for that subgroup.

Action 4, Safe and Clean Facilities, has been effective in achieving and sustaining its target outcome. Facilities have been maintained at 100% in good repair throughout all three years of the LCAP cycle, meeting the target at every measurement point. Security measures, cleaning protocols, maintenance procedures, and emergency preparedness systems have been consistently implemented across both school sites, contributing to a safe and welcoming learning environment. The action's actual expenditures significantly exceeded the planned budget by approximately $1,158,642, reflecting the substantial and unanticipated cost of maintaining facilities to the required standard during the year. While the budget variance is notable, the outcome data confirms that the investment was effective in sustaining the physical conditions necessary for student and staff well-being. Ensuring that facilities remain in good repair is a prerequisite for creating the positive school climate that supports attendance, engagement, and academic achievement across both school sites.

Action 5, Unhoused Student Services, has been effective in ensuring that all unhoused students have access to academic and social-emotional support. The percentage of unhoused students participating in after-school support programs has remained at 100% throughout the three-year LCAP cycle, meeting the target at every measurement point. The after-school program, which provides academic tutoring, structured support until 6pm, and social-emotional learning opportunities, has ensured that students experiencing homelessness have consistent access to a stable and supportive environment beyond the regular school day. Expenditures matched the planned budget of $4,000, reflecting efficient and targeted use of resources for this small but highly vulnerable student population. The sustained 100% participation rate demonstrates that the district has successfully identified and engaged all unhoused students in available support services, reflecting a strong commitment to serving its most vulnerable learners.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year. The five actions supporting Goal 4, Social Emotional and Mental Health Services, Physical Health Services, Attendance Outreach, Safe and Clean Facilities, and Unhoused Student Services, will continue as designed into 2026-27. The district has maintained the same targets across all metrics, including 100% of students utilizing social emotional and mental health services, 100% average daily attendance, a 0% chronic absenteeism rate, 100% of facilities in good repair, and 100% of unhoused students participating in after-school support programs.
Reflections on prior practice strongly affirm the current action structure. The sustained achievement of 100% student utilization of social emotional and mental health services, the consistent maintenance of facilities in good repair, the continued full participation of unhoused students in after-school programs, and the significant multi-year reductions in chronic absenteeism across the overall population and among Students with Disabilities and Low-Income students all indicate that the existing actions are functioning as intended and producing meaningful, accelerating results. The improvement in sense of safety and school connectedness across all stakeholder groups further reinforces that the district's investment in a healthy, safe, and supportive school environment is having a measurable positive impact on school climate.
Budget allocations for 2026-27 reflect modest adjustments that are consistent with sustaining the current level of service. Social Emotional and Mental Health Services is budgeted at $118,992, Physical Health Services at $141,238, Attendance Outreach at $55,191, Safe and Clean Facilities at $1,032,804, and Unhoused Student Services at $4,000. The Safe and Clean Facilities allocation for 2026-27 reflects a planned budget that is substantially lower than the 2025-26 actual expenditure of $2,048,928, indicating that the significant overspend in the prior year reflected extraordinary or one-time costs rather than an ongoing level of expenditure. The district will need to monitor facilities costs closely in the coming year to ensure that the 100% good repair target can be sustained within the planned budget.
The one area warranting continued attention in the final year of the LCAP cycle is chronic absenteeism, which, while showing strong improvement, remains well above the 0% target across all measured subgroups. Foster Youth chronic absenteeism data was unavailable in 2025-26 due to sample size, limiting the district's ability to assess this subgroup's progress and adjust strategies accordingly. As the district enters the final year of the three-year plan, sustaining the momentum of attendance improvement and ensuring that outreach and intervention strategies are sufficiently tailored to reach Foster Youth and any remaining chronically absent students will be essential to continued progress toward the goal's targets.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional/Mental Health Services	Our Social Emotional and Mental Health Services are designed to support the well-being of our students by providing mental health resources and programs. This includes access to a school psychologist, and social worker interns who offer individual and group counseling sessions, crisis intervention, and ongoing emotional support. Additionally, we implement programs such as CSTAG, Navigate 360, Second Step and workshops focused on social-emotional learning (SEL), resilience building, and stress management. By addressing the social and emotional needs of our students, we create a supportive environment that promotes mental health and well-being. This action is funded in part with LREBG funds. As an LREBG-funded action, it expands access to counseling, social work, and social-emotional learning supports, an allowable use of LREBG funds. Research demonstrates that school-based mental health and social-emotional supports improve attendance, engagement, and well-being for students affected by trauma and instability, supporting the selection of this action for learning recovery among Foster Youth and Low-Income students. The impact of the LREBG-funded portion of this action will be monitored using chronic absenteeism rates and the percentage of students utilizing social-emotional and mental health services. $12,807 of LREBG funds will be included to support this action.	$118,992.00	Yes

2	Physical Health Services	Our Physical Health Services aims to support the overall well-being of our students by providing school based health services through our district nurse and additional services as needed through contracted agencies. This includes routine health screenings, assisting in managing health conditions such as diabetes, administering medications if needed, and responding to medical emergencies. The district nurse collaborates with families, teachers, and healthcare providers to create individualized health plans for students with specific medical needs. By ensuring that students' physical health is monitored and supported, we contribute to a healthier school environment, reduce absenteeism, and enable students to focus on their academic success.	$141,238.00	No
3	Attendance Outreach	Our Attendance Outreach is designed to improve student attendance through early intervention and a comprehensive support system. This includes proactive measures such as staff phone calls to parents, meetings with teachers and administrators, and the Student Attendance Review Board (SARB) process to address chronic absenteeism. Additionally, we conduct student services support meetings and small group sessions to provide targeted assistance to students facing attendance challenges. By implementing these strategies, we aim to identify and address the underlying issues affecting attendance, foster better communication between the school and families, and create a supportive environment that encourages regular school attendance. This initiative contributes to increasing and improving services by reducing absenteeism, enhancing student engagement, and promoting academic success.	$55,191.00	No
4	Safe and Clean Facilities	Providing safe and clean facilities is essential for creating a conducive learning environment where students and staff feel secure and comfortable. This includes regular maintenance, thorough cleaning protocols, and prompt repairs to ensure that all school buildings and grounds are well-maintained. Safety measures such as secure entry points, surveillance systems, and emergency preparedness plans are implemented to protect everyone on campus. By prioritizing the safety and cleanliness of our facilities, we contribute to the overall well-being of our school community, reduce health risks, and support a positive and productive educational experience. This commitment to maintaining high standards for our facilities enhances our services by ensuring a safe, healthy, and welcoming environment for all.	$1,032,804.00	No
5	Unhoused Student Services	Unhoused Student Supports are designed to provide comprehensive assistance to students experiencing homelessness, addressing both their academic and social-emotional needs. This includes access to academic support such as additional tutoring and specialized programs available after school until 6pm. Additionally, we offer social-emotional learning (SEL) support to help students develop resilience, manage stress, and build positive relationships. By providing these targeted supports, we aim to create a stable and supportive environment that helps unhoused students overcome challenges and succeed in their education. This action contributes to increasing and improving services by ensuring that vulnerable students receive the necessary resources and support to thrive academically and personally, despite their housing instability.	$4,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,864,093.00	$323,340.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.67%	0.00%	$0.00	29.67%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 School-Family-Community Partnerships Action 2 Language Liaisons	English Learners (EL): English Learners encounter barriers in accessing the full spectrum of educational opportunities due to language constraints. While general resources are available, there is a distinct lack of personalized assistance that addresses the specific needs of EL families in navigating the educational system and fostering a collaborative relationship with the school.	Language Liaisons build trusting relationships with English Learners and their families, making them feel welcomed and valued within the school community. This trust is essential for effective communication and collaboration. LEA-wide Provision: Providing Language Liaisons LEA-wide ensures that all English Learners and their families, regardless of which school they attend within the district, receive consistent support. This LEA-wide approach guarantees equitable access to the resources and services necessary for effective communication and collaboration, fostering a welcoming and inclusive environment throughout the entire school community. By implementing this initiative across the district, we ensure that no student or family is left without the critical support needed to thrive academically and socially.	Percentage of parents of ELs that reported attending at least 2 parent workshops. Number of Interactions reported by parents of English Learners on parent surveys. English Learner Parent Engagement Rate as measured by survey participation.
Goal 2, Action 3 Professional Development	English Learners (EL): A limited number (45.1%) of English Learners are making progress towards English Proficiency. FY: Local PBIS Data indicates that FY are receiving more referrals for behavior related occurrences than their peers. Low-Income Students: Local student assessment data indicates that LI students are scoring at lower academic performance levels from their peers. Targeted student groups are performing below their peers: (2023) (All) ELA: 50% (All) Math: 40% (All) CAST: 34% (2023) (LI) ELA: 47% (EL) ELA: 19% (FY) ELA: Not Available fewer than 11 students (LI) Math: 37% (EL) Math: 19% FY: Not Available fewer than 11 students (LI) CAST: 31% (EL) CAST: 0% (FY) CAST: Not Available fewer than 11 students	Targeted Training: Professional development sessions are tailored to equip teachers with skills and strategies specific to the needs of EL students, such as differentiated instruction, scaffolding techniques, ELD instruction and language development practices. Trauma-Informed Practices: Training programs focus on trauma-informed approaches to support foster youth, helping teachers recognize and respond to the effects of trauma on learning in the classroom. This actions assists teachers in better understanding how to provide academic support to foster youth. Intervention Strategies: Professional development includes training on effective academic intervention strategies to engage low-income students, emphasizing the importance of addressing socio-economic barriers and providing equitable access to resources. LEA-wide Provision: Professional development sessions are provided LEA-wide to ensure that all teachers are equipped with skills and strategies tailored to the specific needs of English Learners, foster youth, and low-income students. This includes training on differentiated instruction, ELD practices, trauma-informed approaches, and effective intervention strategies. By implementing these training programs across the district, we ensure consistent, high-quality support for these targeted groups, enabling equitable access to resources and fostering a more inclusive and supportive learning environment for all students.	Maintain low student : teacher ratio 100% of teachers appropriately credentialed and assigned. Access to Standards Aligned Instructional Materials CAASPP Test Results (ELA, Math) and CAST Test Results (Science)

Goal 2, Action 2 Teacher and Staff Collaboration	English Learners (EL), Low-Income (LI) students, and Foster Youth (FY) face specific and persistent challenges that impact academic success. EL students need consistent academic language development and instructional alignment to both designated and integrated ELD standards. LI students often require differentiated instruction and academic scaffolds due to limited learning resources outside of school. FY students benefit from trauma-informed support, stability, and coordinated care due to frequent school transitions and personal hardship. These needs were identified through analysis of state and local assessment data, stakeholder input, and school site needs assessments conducted during the LCAP development process.	This LEA-wide action provides weekly early release time for teachers and staff to collaborate on lesson planning, data analysis, and instructional strategies that directly support EL, LI, and FY students. Collaboration sessions focus on embedding designated and integrated ELD for EL students, developing scaffolded lessons and interventions for LI students, and implementing trauma-informed and stability-focused strategies for FY students. Providing this time schoolwide ensures that all classrooms where EL, LI, and FY students are often integrated with peers are equipped to deliver consistent, targeted, and inclusive instruction that addresses the needs of these student groups. This LEA-wide action under Goal 2, Action 2 provides structured weekly early release time at all school sites for teachers and staff to collaborate on instructional planning, data analysis, and targeted strategies to support English Learners (EL), Low-Income (LI), and Foster Youth (FY) students. Site teams focus on embedding designated and integrated ELD for ELs, designing scaffolded lessons for LI students, and implementing trauma-informed practices for FY students. By ensuring consistent implementation across the LEA, this action promotes coherence, equity, and inclusive instruction that addresses the specific needs of these student groups in every classroom.	Effectiveness of this action for EL, LI, and FY students will be measured using multiple indicators: CAASPP scores in English Language Arts and Mathematics for each group, the English Learner Progress Indicator (ELPI) for ELs, annual reclassification rates for ELs, i-Ready diagnostic growth for LI and FY students, and reductions in chronic absenteeism rates, particularly for FY and LI students. These metrics will help determine whether teacher and staff collaboration is resulting in improved academic achievement, language development, and school engagement for unduplicated student groups.

Goal 3, Action 2 Extended Learning and Enrichment	English Learners (EL): EL students often require additional instructional time and targeted support to develop language proficiency and meet academic standards. Extended learning opportunities can help bridge these gaps. Foster Youth: Foster youth frequently experience educational disruptions that can hinder their academic progress. Extended learning programs provide stability and additional instructional time to help them catch up and stay on track. Low-Income Students: Low-income students lack access to academic resources and enrichment opportunities outside of school. Extended learning and enrichment programs can help mitigate these disparities by offering additional educational support and activities.	After-School Programs: Offer after-school programs that provide academic tutoring, homework assistance, and enrichment activities such as arts, music, and sports. These programs help reinforce learning and provide a safe, structured environment for students after school hours. Summer Learning Programs: Implement summer learning programs that focus on preventing summer learning loss and providing enrichment opportunities. These programs target key academic areas such as reading, math, and science, as well as offer engaging activities that promote social and emotional development. Saturday School and Intersession Programs: Provide additional instructional time through Saturday school and intersession programs. These programs offer targeted support for students who need extra help in specific content areas or who are at risk of falling behind. Enrichment Clubs and Activities: Establish enrichment clubs and activities that cater to diverse interests, such as STEM clubs, robotics, drama, and creative writing. These activities help foster a love of learning and provide opportunities for students to explore new interests and develop new skills. LEA-wide Provision: Offering extended learning and enrichment programs on an LEA-wide basis ensures that all students, regardless of which school they attend, have access to these valuable opportunities. This approach promotes equity and helps close the achievement gap for unduplicated student groups.	Percentage of English Learners Making Progress in English Proficiency: Measured by English proficiency assessments. Reclassification Rate: Measured by the percentage of English learners reclassified as fluent English proficient. Overall Student Progress and Satisfaction as Reported by Parents/Guardians: Measured by annual parent/guardian surveys. Percentage of Students with Access to Personal Learning Devices: Measured by inventory and student access records. 20% Increase in Students Meeting or Exceeding Grade-Level Academic Standards in ELA & Mathematics: Measured by the i-Ready Diagnostic Assessment from the beginning to the end of the school year. Percentage of Students that Have Access and Percentage of Students Demonstrating Mastery of Key Standards in the Adopted Curriculum for Core Subjects: Measured by local assessments and reported on standards mastery matrix. CAASPP Test Results (ELA, Math) and CAST Test Results (Science)

Goal 4, Action 1 Social Emotional & Mental Health Services	Foster Youth: Foster youth are particularly vulnerable to social-emotional challenges due to instability in their home lives and the trauma they have experienced. They require targeted mental health support to cope with these issues. Low-Income Students: Low-income students may face various stressors, including financial insecurity and limited access to resources, which can affect their mental health and overall well-being.	On-Site Services: Provide on-site counseling services through community partners at all schools to support students' social-emotional and mental health needs. Social Workers and Social Work Interns are trained to address the specific challenges faced by foster youth, and low-income students, in our district challenges include food instability, addiction and trauma. Social Workers and Mental Health Professionals: Employ social workers and mental health professionals who can provide individual and group therapy sessions, crisis intervention, and case management. These professionals work closely with teachers and staff to identify and support students in need. Mental Health Awareness and Education: Implement programs to raise awareness about mental health and reduce stigma. Educate students, parents, and staff about the importance of mental health and the resources available to support it. Family Engagement and Support: Offer workshops and resources for families to help them support their children's social-emotional well-being. This includes providing information on how to recognize signs of mental health issues and access support services. Partnerships with Community Organizations: Collaborate with local mental health organizations to provide additional resources and services. These partnerships can offer specialized support, such as trauma-informed care and substance abuse counseling. LEA-wide Provision: Ensuring that social-emotional and mental health services are available LEA-wide guarantees that all students, regardless of their school, have access to the support they need. This comprehensive approach promotes equity and ensures a consistent level of care and support across the district.	Chronic Absenteeism and Suspension Rates

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 3, Action 5 Enhance Core and Designated ELD Program	Both newcomers and long-term English learners are not making sufficient progress in language proficiency, leading to a need for more effective strategies to enhance their language acquisition and overall proficiency.	The revised Action 5 replaces the previous curriculum review approach with a comprehensive, research-based ELD intervention model that directly addresses the identified needs of English Learners and Long-Term English Learners. The strengthened action includes: (1) structured Designated ELD instruction using ELPAC-aligned materials targeting all four language domains; (2) implementation of Project GLAD strategies across Designated and Integrated ELD; (3) formalized SDAIE strategies across all content classrooms serving ELs and LTELs; (4) targeted LTEL-specific academic language and reclassification pathway intervention; and (5) structured data cycles tied to ELPAC domain scores reviewed at least three times per year. These strategies were selected based on research demonstrating their effectiveness with Long-Term English Learners and English Learners who have not yet reached reclassification criteria, and directly address the root causes identified in the prior year's ineffectiveness	Reclassification Rates Language Proficiency Progress

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Valle Lindo School District receives an additional 15% LCFF Concentration Grant add-on of $323,340 for 2026–27. Both school sites within the LEA — New Temple Elementary School and Dean L. Shively Middle School — have unduplicated pupil enrollment percentages substantially above the 55% threshold (75% and 78% eligible for free or reduced-price lunch respectively, with additional English Learner and Foster Youth populations). Because the district has no schools at or below 55% unduplicated pupil concentration, there are no comparison schools within the LEA. Accordingly, the district demonstrates below how the $323,340 in concentration grant add-on funds is being used to increase or retain the number of certificated and classified staff providing direct services to students at both school sites, consistent with the criteria applied LEA-wide.

The $323,340 in additional concentration grant add-on funding is strategically distributed across three LCAP goals and actions to maximize direct services to students at both school sites:

Goal 3, Action 2 — Extended Learning and Enrichment receives the largest share of this funding and supports the retention and maintenance of two full-time certificated FTE positions — one at New Temple Elementary School and one at Dean L. Shively Middle School — who provide direct instruction and support to students through before-school, after-school, and summer learning programs. These credentialed teachers deliver targeted academic instruction in core subjects, integrate structured social-emotional learning, and design hands-on enrichment experiences specifically tailored to the needs of English Learners, Foster Youth, and Low-Income students. Their placement at both school sites represents a direct, measurable increase in certificated staff providing extended learning and enrichment services to students at schools with greater than 55% unduplicated pupil concentration. Total budgeted funding for Goal 3, Action 2 is $1,941,875 for 2026–27.

Goal 4, Action 1 — Social Emotional and Mental Health Services receives a portion of the concentration grant add-on to retain staff who provide essential mental health and social-emotional support directly to students through the district's Student Services Center. These staff members — including social worker interns and mental health support personnel — serve students across both school sites, addressing social-emotional needs, contributing to a positive school climate, and ensuring students have access to the counseling and crisis intervention support necessary for their overall well-being. This staffing investment directly supports the district's sustained achievement of 100% student utilization of social-emotional and mental health services, as reflected in Goal 4 metrics. Total budgeted funding for Goal 4, Action 1 is $118,992 for 2026–27.

Goal 2, Action 3 — Professional Development also receives a portion of the concentration grant add-on to support staff who lead and facilitate professional development focused on directly improving instructional services to students. This includes training in trauma-informed practices, classroom management, culturally responsive instruction, and evidence-based ELD strategies that equip educators at both school sites to better serve English Learners, Foster Youth, and Low-Income students. Total budgeted funding for Goal 2, Action 3 is $215,025 for 2026–27.

Together, these three investments of the $323,340 concentration grant add-on directly increase the number and capacity of certificated staff providing services to students at both Valle Lindo school sites, which each exceed the 55% unduplicated pupil concentration threshold.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	20:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	20:1

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$9,652,855.00	$2,864,093.00	29.67%	0.00%	29.67%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$10,574,509.00	$5,040,194.00	$51,000.00	$396,713.00	$16,062,416.00	$12,850,667.00	$3,211,749.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Workshops	All	No				Ongoing	$0	$600	$600	$0	$0	$0	$600	0.00%
1	2	Language Liaisons	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$30,923	$1,016	$31,939	$0	$0	$0	$31,939	0.00%
1	3	Parent Information Systems	All	No				Ongoing	$20,992	$38,185	$59,177	$0	$0	$0	$59,177	0.00%
2	1	Salaries, Benefits, Stipends	All	No				Ongoing	$7,700,562	$71,100	$5,620,456	$1,823,811	$0	$327,395	$7,771,662	0.00%
2	2	Teacher and Staff Collaboration	All	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$2,431,571	$0	$2,406,911	$24,660	$0	$0	$2,431,571	0.00%
2	3	Professional Development	All	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	Ongoing	$149,799	$65,226	$191,084	$5,900	$0	$18,041	$215,025	0.00%
3	1	Instructional Materials	All	No				Ongoing	$0	$947,058	$678,501	$253,904	$0	$14,653	$947,058	0.00%
3	2	Extended Learning and Enrichment	All	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$1,612,140	$329,735	$166,956	$1,774,919	$0	$0	$1,941,875	0.00%
3	3	Student Services	Student with Disabilities (SWD)	No				Ongoing	$0	$1,176,817	$0	$1,144,193	$0	$32,624	$1,176,817	0.00%
3	4	Technology Support	Low Income	No				Ongoing	$134,467	$0	$134,467	$0	$0	$0	$134,467	0.00%
3	5	Strengthen Core and Designated ELD Programs for English Learners and Long-Term English Learners (repeated expenditure, Goal 3, Action 2)	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
4	1	Social Emotional/Mental Health Services	All	Yes	LEA-wide	Foster Youth, Low Income	All Schools	Ongoing	$115,492	$3,500	$106,185	$12,807	$0	$0	$118,992	0.00%
4	2	Physical Health Services	All	No				Ongoing	$120,453	$20,785	$141,238	$0	$0	$0	$141,238	0.00%
4	3	Attendance Outreach	All	No				Ongoing	$55,191	$0	$55,191	$0	$0	$0	$55,191	0.00%
4	4	Safe and Clean Facilities	All	No				Ongoing	$475,077	$557,727	$981,804	$0	$51,000	$0	$1,032,804	0.00%
4	5	Unhoused Student Services	Homeless	No				Ongoing	$4,000	$0	$0	$0	$0	$4,000	$4,000	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$9,652,855.00	$2,864,093.00	29.67%	0.00% - No Carryover	29.67%	$2,903,075.00	0.00%	30.07%	**Total:**	$2,903,075.00
								LEA-wide Total:	$2,903,075.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Language Liaisons	Yes	LEA-wide	English learner (EL)	All Schools	$31,939.00	0.00%
2	2	Teacher and Staff Collaboration	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$2,406,911.00	0.00%
2	3	Professional Development	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$191,084.00	0.00%
3	2	Extended Learning and Enrichment	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$166,956.00	0.00%
3	5	Strengthen Core and Designated ELD Programs for English Learners and Long-Term English Learners (repeated expenditure, Goal 3, Action 2)	Yes	Limited	English learner (EL)	All Schools	$0.00	0.00%
4	1	Social Emotional/Mental Health Services	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$106,185.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$14,988,925.00	$16,488,281.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Workshops	No	$790.00	$790.00
1	2	Language Liaisons	Yes	$26,540.00	$26,540.00
1	3	Parent Information Systems	No	$42,641.00	$42,641.00
2	1	Salaries, Benefits, Stipends	No	$7,439,616.00	$7,405,633.00
2	2	Teacher and Staff Collaboration	Yes	$2,486,516.00	$2,674,604.00

2	3	Professional Development	Yes	$222,619.00	$239,709.00
3	1	Instructional Materials	No	$971,574.00	$831,917.00
3	2	Extended Learning and Enrichment	Yes	$1,525,723.00	$1,691,794.00
3	3	Student Services	No	$937,645.00	$1,054,532.00
3	4	Technology Support	No	$128,606.00	$128,606.00
3	5	Enhance Core and Designated ELD Programs for English Learners and Long-Term English Learners (repeated expenditure, Goal 3, Action 2)	Yes	$0.00	$0.00
4	1	Social Emotional/Mental Health Services	Yes	$127,058.00	$144,774.00
4	2	Physical Health Services	No	$132,367.00	$140,867.00
4	3	Attendance Outreach	No	$52,944.00	$52,944.00
4	4	Safe and Clean Facilities	No	$890,286.00	$2,048,928.00
4	5	Unhoused Student Services	No	$4,000.00	$4,002.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$2,859,845.00	$3,005,291.00	$2,912,651.00	$92,640.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	Language Liaisons	Yes	$26,540.00	$26,540.00	0.00%	0.00%
2	2	Teacher and Staff Collaboration	Yes	$2,486,516.00	$2,389,626.00	0.00%	0.00%
2	3	Professional Development	Yes	$205,364.00	$209,614.00	0.00%	0.00%
3	2	Extended Learning and Enrichment	Yes	$159,813.00	$159,813.00	0.00%	0.00%
3	5	Enhance Core and Designated ELD Programs for English Learners and Long-Term English Learners (repeated expenditure, Goal 3, Action 2)	Yes	$0.00	$0.00	0.00%	0.00%
4	1	Social Emotional/Mental Health Services	Yes	$127,058.00	$127,058.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$9,501,934.00	$2,859,845.00	0.00%	30.10%	$2,912,651.00	0.00%	30.65%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).